



Teaching & Learning Policy

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Approved By:	Full Governing Body
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Aim

Grimsdyke School aims to provide a supportive and motivated environment where there is a high level of enthusiasm, where interest is maintained, challenge encouraged, perseverance and concentration sustained and success recognised. We believe that children learn best in different ways. At our school we provide a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential.

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

The UNCRC and Rights Respecting in relation to Teaching and Learning

As we are developing the leaders and learners of the future, it is important that all stakeholders uphold the ideals of the Rights of a Child. **Articles 23, 28, 29, 30 and 31** all have an impact on the learning of children at school. At Grimsdyke, we strive to provide an environment where the children are encouraged to learn in a wide range of different ways and quality first teaching is a key feature of this environment.

Developing an understanding of the "Responsibilities" that we all have will continue to develop the experiences of education to which all children have a right.

Effective Learning – Article 23, 28, 29 and 30

Children learn best when they:

- are happy, interested and motivated;
- feel secure, safe and valued
- have the physical space and the tools needed
- achieve success through learning tasks suitable to their abilities;
- can link what they are doing to other experiences
- are encouraged to use all their senses and challenged to reach their full potential;
- are encouraged to ask searching questions to extend learning;
- are encouraged to hypothesise and experiment;
- are aware of their individual targets and how to achieve them;
- are given opportunities to be creative and use their initiative;
- are exposed to different learning styles/approaches.

Effective learning results in children:

- knowing they have succeeded and able to evaluate own work;
- gaining confidence in themselves as individuals and as learners and feeling they can do more;
- being able to think critically, analyse situations and solve problems

- being able to articulate and able to communicate effectively whilst also being able to explain what they have learnt;
- being able to apply it to other situations;
- happy to take risks, make mistakes and turn these into learning opportunities;
- becoming confident resourceful enquiring and independent learners;
- producing high quality and well-presented work.
- gaining a set of strong values (British Values) including respect, tolerance, compassion and inclusivity

The learning environment should:

- accessible to all the children in the class;
- have reading corners which allow children access to a range of texts and genres and promote a love for reading;
- challenge, stimulate and encourage;
- contain displays which have a purpose in supporting teaching or learning;
- be organised and well resourced
- be kept safe, clean and ready for pupils to use them.
- be conducive to the task being undertaken by the children;
- reflect and celebrate the success of all pupils;

Effective Teaching – Articles 23, 28, 29 and 30.

Planning should:

- cater to the needs of all of our pupils including those with SEND, EAL or disadvantaged;
- encompass progressive knowledge and skills for each subject;
- include subject specific knowledge and skills;
- be challenging;
- be purposeful and organised;
- have a clear learning focus with a clear link to previous and future learning;
- be personalised to the needs and interests of the class;
- aim to involve children where appropriate especially for their individual targets;
- have cross curricular links;
- include time to reflect on the learning which has taken place;
- reflect a variety of learning styles suitable to the task and the needs of the children;
- ensure support staff have been included in planning effectively to provide extra support to individuals or identified groups of children.

Teaching should:

- be enthusiastic, challenging and at an appropriate pace;
- include a variety of teaching styles and strategies;
- ensure children are aware of what they are learning and how to achieve it;
- include a range of appropriate questions and a range of strategies including modelling;
- involve support staff effectively to maximise learning for all pupils;
- make use of a range of appropriate resources to support or scaffold learning;
- take account of children's targets and individual needs;

- evaluate with the pupils the learning which has taken place and provide quality feedback;
- provide opportunities for home and further learning;
- be delivered with an awareness of behaviour management strategies to maximise learning;
- be reflective and open to some flexibility to meet the needs of the children;
- encourage children to produce high quality and well presented work.

Effective Assessment

Assessment is an integral part of teaching and lies at the heart of promoting children's learning. Effective assessment should:

- form a record of progress which can inform pupils teachers and parents;
- be based on a range of evidence from all areas of the curriculum;
- provide teachers with a shared understanding of standards of achievement and how to support children in achieving their potential;
- be built into the cycle of planning, teaching, assessment, review and evaluation.

Pupils' progress will be tracked using a combination of formative and summative assessment. Regular targets for pupils will be provided (formal school support plans will be created for any children on school monitoring) and communicate these with parents at parents' evenings in the autumn and spring term or will arrange meetings with parents if there is a need to update parents/carers on progress so that children can be best supported at home and at school. Pupils will receive a formal written report at the end of the summer term.

Assessment for Learning

Assessment for Learning is the continual process for use by teachers and pupils to decide where they are, what the next steps are and how to achieve them.

Examples of opportunities for assessment include:

- observations;
- feedback;
- questioning and discussions with children;
- marking and tracking of progress;
- work sampling;
- review of targets;
- using success criteria to monitor learning;
- peer and self-assessment;
- photographs and video;
- audio recordings;
- annotations.

Assessment of Learning:

Assessment of Learning is the process of collecting and recording pupil data and outcomes of learning against agreed criteria.

Examples of opportunities of assessment include:

- tests including base line assessments;
- end of Key Stage Assessments;
- Foundation Stage Profile;
- annual reports to parents;
- Accelerated reader tests.
- PIRA and PUMA testing

Home learning:

Home learning will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside. All home learning will be made available on Google workspace and Google classroom.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. Home learning should be clearly explained to pupils before setting directed tasks and support should be provided at home or via Google Classroom as required or if requested by a parent/carer. Any necessary equipment or resources will be provided, loaned or made accessible. Please see the Home Learning policy for further guidance.

Marking Guidelines

Marking is an important part of assessment. This can be carried out by teachers, support staff, peers or as part of self-assessment. Teachers must allow 'Green Time' in a lesson or during the week, for pupils to read and act on developmental comments as well as correct highlighted errors.

Types of Marking:

- Verbal feedback and student conferencing;
- Highlighting to indicate positive feedback on aspects of work;
- Peer / Self-Assessment (this may be written or verbal)
- Peer / Self-Marking
- Teacher acknowledgement and light touch marking;
- Teacher Comments through in depth marking which includes developmental comments;
- Feedback slides;
- Positive praise;
- Acknowledgement of effort;
- Correction of errors.

For a more detailed overview, please refer to the 'Responding to learning - Feedback and Marking Policy'.

Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. This is how we will create the above conditions for pupils' learning at all times:

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning – for example via newsletters, website, letters, parent evening, curriculum events, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress
- Meet the expectations set out in relevant policies such as the various curriculum policies, behaviour policy, and responding to learning policy.

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities through carefully planned interventions
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

Middle leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Timetable subjects within weekly timetable to allocate time for pupils to: achieve breadth and depth; fully understand the topic and to demonstrate excellence
- Moderate progress across their subject by systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone

- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Address underachievement identified in pupil progress

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Put maximum effort and focus into their work
- Complete home learning activities as required

Parents and carers of pupils at our school will:

- Value learning and encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance and punctuality
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning and that the quality of education remains high
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Make sure other school policies promote high-quality teaching, and that these are being implemented

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