





## Western Primary School Teaching and Learning Policy

Persons/body responsible for updating:	SLT
Date approved and by whom:	December 2023 (LGB)
Chair of Governors' signature	
Headteacher's signature	
Due for review:	December 2026
Status:	Non-statutory
Required on website:	Yes

### Our school vision

*At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.*

## Aims:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best
- Ensure that all pupils feel challenged and supported in their learning
- Develop confident, ambitious and curious learners, able to make informed choices
- Foster a love of learning and the aspiration to achieve their full potential in a safe and happy environment
- Foster self-esteem and personal responsibility linked to respect for the needs and feelings of others
- Develop social skills through the influence of positive role models
- Ensure equal opportunities in relation to gender, race, class, special needs and belief
- Actively promote an awareness of the value of cultural diversity by teaching about the achievements of groups and individuals from a range of cultures and backgrounds
- Ensure all pupils are aware of and have an understanding of British Values and the values of our school
- Offer a fun, interesting and enjoyable curriculum, which has a broad basis and is presented using a variety of teaching styles, including play
- Design learning such that retention of knowledge is promoted and enhanced
- Ensure pupils are prepared for the 21<sup>st</sup> century by incorporating a range of technology, including the use of one-to-one iPads, into daily teaching
- Encouraging the development of effective learning skills

## Great Teaching

*All staff will apply the strategies and processes outlined in Western's Principles of Teaching and Learning document in all lessons.*

What is exceptional teaching? What constitutes an excellent lesson? It is very difficult to quantify, since teaching is an art rather than a science and includes unquantifiable factors such as personality and relationships. What follows is a list of some of the more identifiable factors which are regularly observed in excellent teaching. It is important not to view this as a tick list because great teachers will utilise many of these strategies spontaneously at points in the lesson which almost demand them but not all of them will be seen in every lesson. The list is also in no particular order and includes several elements which you won't find in the Ofsted handbook.

- The teacher makes the learning objective explicit.
- The teacher demonstrates real enthusiasm for the subject matter of the lesson – sometimes this is acted!
- Warmth, smiles and laughter are incorporated naturally into the lesson.
- Prior learning is revisited and consolidated.
- Tasks are well matched to pupils' needs.
- Higher order questioning is incorporated seamlessly to stimulate thinking and curiosity.
- All pupils are challenged.
- Misunderstandings/misconceptions are always addressed and often used as teaching points.

- The teacher uses questioning skilfully to assess, probe and extend understanding.
- The teacher demonstrates exceptional subject knowledge.
- The teacher makes timely interventions when necessary.
- Low stake quizzing is used to assess learning and inform future teaching.
- The lesson is appropriately resourced and support staff are used effectively to enhance outcomes.
- Teacher modelling is used effectively.
- The teacher will often use 'no hands up' questioning to promote listening and as an opportunity to build esteem.
- The teacher communicates high expectations and the pupils have high expectations of themselves.
- Teachers encourage pupils to use metacognition strategies to monitor their own learning.
- Technology is utilised to maximise engagement and outcomes for all pupils.

### **Great Learning**

Alongside the acquisition and retention of knowledge and skills, we aim to develop 6 key characteristics which are typically found in accomplished learners. We encourage and expect pupils to be:

- Ambitious
- Collaborative
- Curious
- Reflective
- Resilient
- Resourceful

These can be viewed as learning behaviours which children exhibit during lessons and other learning opportunities. There is no expectation that pupils remember this list but they should develop an awareness of the meaning and importance of these traits as they progress through school.

### **iPads**

The use of one-to-one iPads throughout Keystages 1 and 2 has served to greatly increase levels of curiosity and creativity within learning. Children are encouraged to innovate and explore how they can use iPads and other technology to facilitate different ways of learning and share their learning with others. This aspect of teaching and learning is constantly evolving alongside the technology. The use of recorded, verbal feedback has also proved to be a very useful learning tool and has increased children's independence with learning.

## The Learning Environment

Staff put considerable thought and effort into providing learning environments which are warm, welcoming and informative but with due regard for the needs of individual pupils, including those with Autistic Spectrum Disorder. Our policy is to avoid over-stimulation in the classroom. To this end, we use Hessian as a display background and aim for a neutral and calming view.

## Planning

Long and medium-term planning is completed collaboratively in phase teams using a common template. Medium and weekly planning takes into account the subject progression documents and key knowledge maps. These plans and associated documents can be found on the school website. Weekly planning is completed by phase teams and is based on medium term plans in conjunction with feedback from previous learning and assessment tasks. Weekly planning is recorded in the simplest possible form, freeing up time for professional dialogue.

## Monitoring, evaluation and review of the policy

The operation of this policy will be monitored and its success evaluated by the leadership team and the governing body. On an annual basis, a school consultant provides external monitoring and evaluation.

## Inclusion and Special Needs

All children, including vulnerable pupils and those with SEND, have their progress monitored accordingly to ensure access to a broad and balanced curriculum. The Special Needs and Inclusion Policies give details as to how Dedicated Support Plans are used to focus on individual needs for these children. Our intention is that, as far as is reasonably practical, all SEND pupils will have full access to the national curriculum.

## EYFS

The principles of the EYFS underpin teaching and learning in the Foundation Stage of the school. The children experience a range of activities in all areas of provision both indoors and outdoors. There is a balance between adult led and child-initiated activities.

## 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 through newsletters, curriculum letters, exhibitions of pupils' learning and by clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress in line with school policy and produce a report on their child's progress in line with school policy
- Meet the expectations set out in our Principles of Teaching and Learning document

### Support staff at our school will:

- Know pupils well and adapt 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 supportive, inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure pupils have understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in our Principles of Teaching and Learning document

### Phase and subject 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 allow 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/phase, working with teachers to identify and overcome any challenges
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- 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 other 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 and intervene promptly

### 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 all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- 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
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- 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
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented