

Lodge Primary School



Teaching and Learning Policy

Signed _____

Position _____

Date _____

At Lodge Primary School we believe in lifelong learning and that learning should be a rewarding, memorable and enjoyable experience for everyone. Through teaching and learning experiences we equip children with the skills, knowledge and understanding necessary to be able to ask and make informed questions and choices about the important things in their lives, their community and their world.

At Lodge, we believe children learn best when:

- Learning activities are well planned, ensuring progress in the short, medium and long term.
- Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning.
- Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.
- The learning environment is ordered, the atmosphere is purposeful and children feel safe.
- There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

Together we....

- Provide an atmosphere which promotes understanding, empathy, respect and harmony.
- Provide everyone with a strong sense of self-worth.
- Recognise and value the differences in everybody.
- Work together to ensure everyone meets their potential.
- Ensure the opinion of everyone is valued and considered.
- Support and care for each other.

Effective Learning

We believe effective learning is achieved through high quality teaching and the active engagement and participation of everyone. We recognise effective learning will ensure all children make at least expected progress against the learning outcome of every lesson and achieve their personalised targets.

We will ensure children learn effectively by providing them with opportunities to:

- Investigate and solve problems.
- Make informed decisions and choices.
- Take part in group, paired and independent learning activities.
- Take part in whole class learning activities.
- Ask and answer questions.
- Take part in a range of enrichment activities including educational visits and experiences, guest visitors to enhance their learning.
- Respond to and use a variety of multimedia sources.
- Take part in a range of physical, practical and hands on activities.
- Take part in after school clubs.
- Allow them to access relevant resources.
- Have opportunities to assess their own and their peers' learning identifying the next steps in the learning journey.
- Adopt healthy, safe lifestyles, making a positive contribution to the local and wider community.
- Develop economic awareness and an understanding of British values.

Effective Teaching

Good teaching will be achieved through ensuring that the needs of all learners are met through:

- Teaching which ensures all children make at least expected progress against the learning objective of the lesson and achieve their targets.
- An effective, well organised learning environment which promotes learning, recognises the cultural background of the learners and supports learning through a balance of working walls and displays of learning.
- A positive learning atmosphere where children interact positively with each other and adults and the behaviour policy is followed and used to support good behaviour.
- Planning is based on accurate subject knowledge and understanding.
- Key vocabulary and grammar teaching points are visible in the planning and the lesson itself.
- Ensuring opportunities to develop higher order thinking and questioning are used whenever possible.
- Planning is based on accurate assessment of the next steps for children's learning and identifying opportunities to assess the children within the lesson.
- Ensuring learning objectives are clearly planned for each lesson. Learning objectives are statements which make clear to teachers and children what the focus of the lesson will be. They should not be topic specific e.g. "To write a newspaper report" (**NOT** to "write a newspaper report about pollution"). Learning objectives should be clearly separated from the context of the learning.
- Ensuring success criteria are outlined in the planning and developed with the children within the lesson. In Upper KS2, our policy is that the children should contribute to, and write the success criteria in the majority of English and maths lessons. The success criteria will therefore need to be concise and limited in number.
- In lower KS2, the children contribute to, and write the success criteria for every maths lesson if they are able. If a child struggles to write, then they need to number the success criteria so that they are able to assess themselves against them.
- The children will be given the opportunity to tick/traffic light the success criteria.
- The children are given the opportunity to self-assess using the traffic light system in every English and maths lesson. Where appropriate, the children should be encouraged to comment upon their choice of traffic light. Good practice is that the children are encouraged to self assess in other curriculum areas when appropriate.
- In the weekly extended/independent writing tasks, the success criteria will be pre-printed but will have gaps so that the children are able to input their own ideas, which may include their 'Writer's Toolkits Targets'.
- Lessons are differentiated to ensure the needs of children are met. This may be through different levels of activity, supportive materials or prompts, a range of apparatus, mixed ability grouping, focus groupings and teacher support. Staff must remember that all ability groups must be 'fluid'. Limits must never be imposed upon a child's learning and understanding.
- 'Traffic light' cups are used in Y1 upwards. The children are encouraged to use these in all session; green indicates the child feels able to work

independently, orange indicates that the child needs peer support, and when children show a red cup. This indicates that the child needs support from an adult.

- The first five minutes of every English and maths lesson should be used as an opportunity for the children to respond to the feedback/marking comments in their work, RAFT (Response and feedback time).
- Traffic light fans, also labelled A,B,C are used at key points (hinge/killer questions) during lessons for the children to indicate their understanding of the concepts.
- Appropriate and additional provision is made for children with EAL, SEND and other targeted groups.
- Well paced lessons which take into consideration age appropriate concentration spans.
- Ensuring children have a range of lessons which incorporate different learning styles.
- Questioning, including higher order and snowball questions, which promotes learning and deeper understanding.
- Providing pupils with opportunities to talk about their learning in a variety of ways; posing questions, discussing answers, rehearsing writing and deepening understanding.
- Ensuring lessons incorporate a range of well thought out activities which engage and motivate, ensuring all children are involved in all aspects of the lesson.
- Providing opportunities to work independently as well as being supported by teaching staff.
- Ensuring that sufficient opportunities are planned for the children to ask questions and take ownership of their own learning.
- Collecting a range of evidence which depicts each child's learning.
- Ensuring Assessment for Learning takes place throughout the lesson through a range of assessment opportunities and is consolidated through the marking process.

Roles and responsibilities

Senior Leadership Team (SLT)

Identifying training opportunities and provide support to develop all staff in improving standards of teaching and learning.

- Regularly monitoring standards of teaching and learning throughout the school.
- Provide staff with clear feedback on what is done well and how further improvements can be made and then monitor the impact of the feedback.
- Provide feedback on standards of teaching and learning to governors.
- Evaluate the effectiveness of staff in raising standards in teaching and learning
- Review the impact of initiatives implemented to improve standards of teaching and learning and put in place plans to make further improvements.
- Ensure relevant risk assessments are in place to ensure children and staff are safe.

Subject leaders

- Ensure they have up to date knowledge and understanding of their subject/s
- Manage budgets and resources to maximise teaching and learning opportunities.
- Work with SLT to regularly monitoring standards of teaching and learning throughout the school in their subject area.

- Provide staff with clear feedback in their subject identifying what is done well and how further improvements can be made and then monitor the impact of the feedback.
- Provide feedback on standards of teaching and learning to SLT and Governors.
- Work with SLT to evaluate the effectiveness of staff in raising standards in teaching and learning in their subject area.
- Review the impact of initiatives implemented to improve standards of teaching and learning, putting in place and regularly reviewing action plans to support further improvements in their subject area.

Teaching staff

- Have an up to date knowledge and understanding of the subjects that they are teaching.
- Take responsibility for the learning of every child in their class.
- Ensure additional support is planned for and delivered as appropriate.
- Provide support and planning for support staff where allocated.
- Ensure all school policies are implemented and the staff handbook is adhered to.
- Provide a stimulating atmosphere where children feel safe, valued and secure and is conducive to promoting learning.
- Keep up to date records of each child including assessments.
- Ensure children are safe and relevant risk assessments are made where necessary.
- Provide parents/carers with relevant information.
- Plan for and hold regular parent workshops.
- Keep records of their own professional development, sharing and implementing new ideas.
- Ensure children achieve targets and make appropriate progress in every lesson.

Teaching Support Staff

- Liaise with class teachers before the lesson they are supporting to ensure they are clear about their role to promote learning.
- Have resources ready as appropriate to the children they are supporting.
- Ensure resources are effectively used and shared.
- Keep up to date documents of the progress of the children they are supporting.
- Have an up to date knowledge and understanding of the subjects that they are supporting.
- Ensure all school policies are implemented and the staff handbook is adhered to
- Maintain relationships with parents before, during and after school as appropriate.
- Support class teachers in providing resources which promote learning.
- Help ensure a prompt start to each learning session.

Non Teaching Staff

- Ensure all school policies are implemented and the staff handbook is adhered to.
- Help ensure the school is conducive to learning
- Ensure the school is a safe learning environment for all.
- Promote and uphold the values of the school.
- Promote a positive attitude towards the children's learning.

Governors

Our governors will monitor standards of teaching and learning and ensure relevant policies are in place

Parents

We believe that parents have a fundamental role to play in helping their children to learn. We will support them by:

- Providing them with information about what their children will be learning on a regular basis for English, maths and topic.
- Providing information and support with their children's home learning.
- Giving opportunities to find out about their child's progress at termly parents' evenings.
- Providing regular information – where possible in community languages.
- Giving opportunities to be involved in celebration assemblies.
- Encouraging involvement in working with their children in class through Inspire workshops etc.
- Providing a range of courses, in consultation with external providers, to help parents to access their own learning.
- Providing a home school link worker.
- Providing language interpreters where appropriate.
- Keeping close links with parents e.g. through texting
- Offer extended services including a breakfast club, and liaison with an external provider for after school care.
- Ensure outside agencies are contacted where necessary.

We expect parents to:

- Send their children to school, on time, every day.
- Ensure children are sent to school wearing uniform with PE/swimming kit when required.
- Support their children with home learning.
- Support the school in implementing relevant policies.
- Ensure children are well rested before they come to school.
- Ensure children, where appropriate are sent with a healthy lunch.
- Contribute towards school trips and experiences.
- Inform school if there are issues which may affect their performance or behaviour.
- Promote a positive attitude towards their children's learning.

Children

- Engage in and evaluate their own learning.
- Have a positive attitude to all aspects of their learning and school life.
- Come to school, on time, every day.
- Look at ways to develop their own learning in and out of school.
- Adopt a healthy lifestyle.
- Be organised and prepared to learn every day.
- Ensure they are well rested before they come to school.
- Talk to their parents and families about their learning and make sure information sent out by the school reaches home.
- Fulfil the requirements set out in the Home/School agreement.
- All children will have equal access to the curriculum regardless of their gender, disability, ethnicity or ability.

Policy reviewed: September 2016

Next review: September 2017