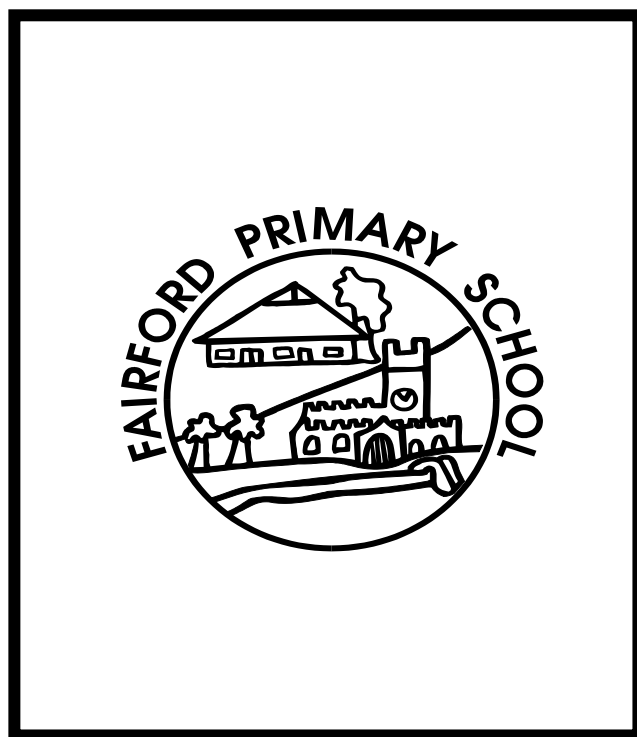


*Vision: Actively Learning Together...
in a safe, happy environment built on a strong foundation of Christian values*

Fairford C of E Primary School



Teaching and Learning Policy

Reviewed September 2017. To be reviewed September 2018.

FAIRFORD C OF E PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

Introduction

At Fairford Primary School we believe the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and Objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people – both peers and adults;
- develop children's self-respect and encourage children to respect the ideas, attitudes values and feelings of others;
- show respect for all cultures and in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens;
- take pride in their work and the work of others.

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best and we take this into account when planning teaching and learning styles. In addition, in maths we undertake the mastery approach.

We offer opportunities for children to learn in different and creative ways. These include:

- investigation, observation and problem solving;
- research and finding out
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of computing;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching media, responding to musical material;
- designing and making things;
- participation in athletic or physical activity;
- after school clubs;
- guest visitors and performers; and allowing them to access relevant resources.

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Effective Teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement. We use the curriculum jigsaws to guide our teaching. The jigsaws set out the aims, objectives and values of the school and details what is to be taught in each year group. In EYFS, teachers work from the Foundation Stage and Early Learning Goals. In Year 1 to Year 6, teachers keep on-going records in all subjects to plan for future teaching to ensure that each child is working at the correct level. This helps us to monitor the children's progress throughout the year.

The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of learning and teaching in their classroom and across the school. Teachers make on-going assessments of each child's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. To ensure that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by pace, content, task, resources, challenge/extension, outcome or adult support.

Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability but to also provide challenge. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's My Plan or EHCP. Teachers modify learning and teaching as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

Each of our teachers establishes good working relationships with all children in the class and school. We treat all children with kindness and respect. We treat children fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to classroom management. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all.

We praise children for their efforts and by so doing, we help to build positive attitudes towards school and learning. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy and report incidents on My Concern programmes for future reference.

We deploy Teaching Assistants effectively. Sometimes they will work with individual children or small groups, both inside and outside of the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of all children's work and are held to account with children's progress in the same way their partner class teacher is at Pupil Progress Meetings (PPMs). Adult volunteers are also deployed as effectively as possible.

We strive to make sure our classrooms are attractive, purposeful learning environments which enhance learning. We change class displays to ensure that the classroom reflects, promotes and celebrates the learning of our children. We ensure that all children have the opportunity to display their best work during the year. All children have access to a range of fiction and non-fiction books in school, as well as displays relating to writing, GPS and maths. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality work by the children.

We ensure that all tasks and activities planned are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

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All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked with the OFSTED criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across school. When evaluating teaching and learning in school, we have agreed to consider:

- classroom observation / environment;
- thorough sampling of pupils' book work;
- sharing pupils' work with colleagues;
- displaying work throughout school and discussing quality;
- internal/external moderation of pupils' work in core subjects each year;
- discussion with pupils' about their learning.

Role of the Head Teacher and Governing Body

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful;
- teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching and learning.

Role of the Parents/Guardians

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings and information sessions to discuss children's progress and to suggest ways to further learning;
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can be improved further;
- explaining to parents how they can support their children with homework.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school for partaking in activities;
- do their best to keep their child healthy and fit to attend school;

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- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

Monitoring and Evaluation

Staff development needs will be identified in line with this policy, Performance Management and continued Professional Development. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. In order to provide a clear picture of the quality and consistency of practice across school, teaching and learning is monitored and evaluated through our 'Teaching and Learning Feedback Form' (**Appendix 1**).

Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Date: September 2017

Review date: September 2019

Appendix 1.

FAIRFORD CHURCH OF ENGLAND PRIMARY SCHOOL
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Teaching and Learning Feedback

Teacher Observed: _____ Observed by: _____ Class observed: _____ Date: _____

Subject: _____ WALT: _____

**In commentary link what the teacher/TA does with pupil learning/outcomes/attitude.
 Please quote especially powerful teacher questions/explanation etc. and pupil responses.**

<p>What key teaching/TA action:</p> <ul style="list-style-type: none"> High expectation, imaginative/inspirational hooks Use of resources Subject expertise Clear modelling/instruction & direction Probing questions/ Consulting starting points Attention to differentiation for SEND/PP/MA pupils A good commentary/ta coaching dialogue Mid session check of understanding Constructive detailed/accurate feedback/tracking 	<p>...results in:</p> <ul style="list-style-type: none"> ...engage ...lead to... ...enable... ...allow... ...means that... ...it effective because... ...therefore/ application... 	<p>Pupils learn, know, understand, are able to:</p> <ul style="list-style-type: none"> Make progress Link to prior learning Concentrate/attend Concentrate Enjoy, engage & apply Positive attitude Collaborate Assess Inter-ventions Work independently Can do/know Their response
Notes/description of what you saw		
Progress and feedback in books	Outcomes – comments for SA (School) Evaluation	
Teacher/ta(s) questioning		
Modelling/match /monitoring		
Pace/use of support/PP/FSM		

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<p>Comments (L)</p> <ul style="list-style-type: none"> Teaching is rooted in development of all pupils' conceptual understanding of important concepts and rapid progression within the lesson and over time. Pupils show high level of fluency in performing subject specific skills/techniques. Constant assessment of each pupil through questioning, listening and observing enables fine tuning of teaching within a lesson. Lessons start with a lively opener in which all pupils are engaged and pitched appropriately. Teaching strategies are in line with the school's policy and is differentiated to meet the need of different ability groups. Evidence of children's response to marking and feedback enables rapid progress. 	<p>Comments (H)</p> <ul style="list-style-type: none"> Teaching develops pupils' understanding of concepts as well as their proficiency in techniques and recall of knowledge, therefore progress (including improvement) is observed in books. Pupils are generally fluent in performing subject and age specific tasks. Teachers focus on pupils' understanding when questioning, listening and observing. Lesson start with a good quality opening phase. Teaching shows an awareness of the school's policy with evidence of differentiation, modelling, marking and feedback. 																						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>Rate</th> <th>Depth of program in book & children's response</th> <th>Progress (SR, reading) (challenge) (pupil response)</th> <th>Teacher engagement</th> <th>Pace (P4, child work)</th> <th>Quality of questioning</th> <th>Quality of marking</th> <th>Quality of task in ability</th> <th>Modelling of program & modification of teaching</th> <th>Support for PMA, high-achieving children & SEND pupils</th> <th>PEF achieved in subject?</th> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Rate	Depth of program in book & children's response	Progress (SR, reading) (challenge) (pupil response)	Teacher engagement	Pace (P4, child work)	Quality of questioning	Quality of marking	Quality of task in ability	Modelling of program & modification of teaching	Support for PMA, high-achieving children & SEND pupils	PEF achieved in subject?												
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<p>High: _____</p> <p>Mid: _____</p> <p>Low: _____</p> <p>Child voice: _____ Did you achieve the WALT? How do you know?</p>																							
<p>SMSC – Evidence of contribution to spiritual, Moral, Social & Cultural development in the lesson:</p> <p>Social – paired/group work about relationships, collaboration</p> <p>Moral – RE, right and wrong, consequences of actions, moral of stories, morality of character/action</p> <p>Spiritual – awe & wonder, gasp of achievement, excitement, RE</p> <p>Cultural – different cultures, RE, visual and performing arts.</p> <p>British Values</p>																							
Teacher/TA strengths – good practice to share						Missed opportunities – areas to develop																	
Signed by observer: _____						Signed by observed teacher: _____																	