



Teaching and Learning Policy

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

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Loving Learning
Striving for Success
Achieving Everyday



Vision Statement

At Colegrave, whatever a child's mind can conceive and believe, it can achieve. We aim for the stars and nothing less. We have only one goal and that is to be the best of the best.

Our Values

- We have *passion* and *pride*
- We can and will *achieve* and pursue our *dreams*
- We approach a *challenge* as an *opportunity*
- We are *ambitious, determined* and hungry for *success*
- We have *high aspirations* for the future
- We live and breathe *resilience* and *respect*
- We hold ourselves and others to *account*
- We are *competing* to be the *best*, with the best
- We are *active* learners and have *high expectations* for everything we do
- We believe in *consistency* and having *ownership* of our learning
- We have the *motivation* and *dedication* to build a *bright future* for ourselves and others
- We have *independence* of mind and thought
- We *love learning*...we are... *outstanding*

Teaching and Learning

Aims and Expectations

At Colegrave Primary School our aim is to constantly raise standards and expectations in all aspects of teaching and learning.

- We believe that only with outstanding teaching and learning we can fully cater for the needs of the children in our care and help them reach their full potential.
- We believe in setting the highest expectations for all the children irrespective of ability, gender, EAL and SEN.
- We are passionate about our role in providing the highest quality and standard of education possible for the children of Colegrave Primary School.
- We take pride in our own teaching and the subsequent learning and progress that the children at Colegrave Primary make whilst in our care.
- We endeavour to constantly improve our teaching in order to improve the overall learning experience for our children.

The Curriculum

At Colegrave Primary School we follow the 2014 National Curriculum.

Staff are given clear guidance and expectations for Maths and English planning, as well as regular CPD to ensure their subject knowledge is outstanding. Planning includes long, medium and daily plans. (See Appendix A for planning formats) AHT's for maths and English work alongside teachers to ensure high quality, **challenging** lessons are being planned.

In order to provide a rich and engaging extended curriculum for our pupils, we use a topic based approach, with clearly defined skills and outcomes. We ensure that the skills in all of the National Curriculum subjects are being taught, by carefully producing medium term plans for each year group every term. Subject leaders plot the skills for their subject, to ensure progression and **challenge** in every year.

Our extended curriculum consists of art and design, computing, design and technology, geography, history, languages (French), music, physical education, PSHE and R.E. We are a

Rights Respecting School that recognises the importance of **British Values**. We ensure that the key principles from the RRS agenda are planned into our lessons and school environment.

Enrichment across the curriculum is very important at Colegrave Primary School and we ensure that opportunities for enrichment are included within the medium term plans. This may include, out of school visits, workshops, visitors to school.

Assessment

We assess the core subjects using statements from the new curriculum (beginning, developing, secure and mastering). This assessment is done through target booklets, which are shared with the children and updated as teachers are marking. End of term tests are given and these are based on the National Curriculum (2014) and act as supporting evidence to teacher assessments.

Teaching and Learning Principles

Teachers ensure that children learn to the best of their ability, by following the guidance set out below:

Learning is well planned, ensuring progress in the short, medium and long term

Learning is planned following the school's medium term plan for each year group; plans are kept in the class teacher's planning file. Lessons have clear objectives and outcomes and children understand the purpose for the learning. Progress of the children's learning is evident in their books, on display, in conversation and in their learning behaviour.

Teaching engages and motivates children to learn and fosters their curiosity and enthusiasm for learning

Effective teaching strategies successfully engage pupils in their learning and high quality outcomes are in evidence. Teachers use their expertise, including their subject knowledge to develop children's knowledge, skills and understanding across all subjects and areas of learning. They use well framed questions, knowledgeable answers and discussion to promote deep learning and an appropriate ratio of teacher talk to independent learning is employed. Homework is set to nurture children's enthusiasm and curiosity. Learning outcomes in school and at home are celebrated in the classroom and across the school in assemblies, parent newsletters and on the school website.

Assessment informs teaching so that there is provision for support, repetition, extension of learning and challenge for each child, at each level of attainment

Children use frequent, detailed and accurate feedback from teachers, both oral and written, to *improve* their learning. Children are motivated to learn through differentiated teaching

that builds on their prior attainment and issues challenge and is pitched at an achievable level. Pace and depth of learning is maximised as a result of the teacher monitoring learning during lessons. Teachers keep agreed assessment records and regularly submit data for entry onto Target Tracker which is discussed in Pupil Progress Meetings, within Year Groups, by the Senior Leadership team and with the Governing Body. Swift intervention is planned and put into place when children are working below expectations.

The learning environment is well ordered, the atmosphere is purposeful and the children feel safe

Children feel valued and secure and take risks in their learning, learning from their mistakes. Classroom routines and resources are organised to optimise learning. Children's learning outcomes are displayed in the classroom and around the school to celebrate. Teachers teach children how to behave and strategies for managing pupil behaviour are informed by the school's Behaviour Policy. High expectations of behaviour, including attendance and punctuality at school are communicated and shared by children, staff and parents.

There are strong links between home and school and the importance of parental involvement is valued and developed

Learning at home and school is valued. Teachers regularly give feedback to parents/carers both informally and formally through termly meetings and written reports. Discussions with parents/carers focus on the child's progress and how the school and the parents/carers can work together to enable the child to fulfil their potential. Parent/carers are informed about the curriculum, class visits, school events and other relevant topics by letter, newsletters and the school website. Parent/carers are invited to attend curriculum based coffee mornings/workshops where they have an opportunity to develop their own subject knowledge. Parent/carers are also invited to join class visits and may volunteer in the school. Children are set appropriate homework to develop their understanding of topics covered in the class. A Family Support Worker forges links with particular parents/carers to help support the child's learning.

The Role of Senior Staff in Monitoring learning and progress over time

Members of the Senior Leadership Team monitor each week, focussing on a specific subject area. A range of evidence is gathered to judge learning and progress. We will use a range of evidence to judge learning and progress:

- **Planning:** Look at planning to check that the school format is being used and teachers are using the statements from the new curriculum
- **Book Scrutiny:** Spend time looking at books and a range of pupils' work
- **Pupil Voice:** Talk to pupils, in order to consider what progress they are making in different areas of the curriculum

- **Data and Assessment:** Look at target booklets to check progress of individual children and how well pupils are doing against age related expectations. Check teachers have evidence of statements in their books, before they are assessing. Consider how we use assessment information to identify pupils who are falling behind in their learning or who need additional support to reach their full potential, including the most able.

Teachers will receive written feedback, with strengths and areas of improvement. Year group leaders and subject leaders are involved in implementing any changes and supporting staff to improve practice.

Learning Walks/Evidence Trails

In addition to monitoring, SLT will arrange learning walks and evidence trails throughout the year, to monitor standards of classroom practise on a day to day basis. Feedback will be given orally in staff briefings. Individual/written feedback will be given when necessary.

Observations

Formal lesson observations are carried out by the senior leadership team and where appropriate, middle leaders. Outcomes inform individual, group and whole school continuing professional development, as well as individual performance reviews.

The Role of Subject Leaders in Developing and Monitoring Teaching and Learning

Subject Leaders are asked to create a portfolio of work for their subject each year. This should include evidence of high quality work from Years R-6, with clear progress of skills evident. More able children should also be highlighted. This document can then be used as a reference and assessment tool in future years.

Subject Leaders undertake regular monitoring and may be asked to present their findings for discussion at Senior Leadership Team meetings. Below are a set of activities that may be undertaken during management time. This will support evidence for subject portfolios of children's work.

- **Book scrutiny**
- **Scrutiny of planning**
- **Pupil conferencing:** Key questions should include; What are you learning? How will you know you have done well? Why are you learning this?
- **Coverage of key skills:** (Is there evidence in planning and books that the key skills have been learned in this subject?)
- **Evidence collecting and portfolio management:** Is the evidence you have collected meaningful? What does it show?

- **Assessment and Tracking:** What progress is being made? How well are pupils doing against age related expectations?
- **Resources:** How are resources used effectively in your subject?
- **The learning environment:** How does the classroom environment support and extend learning?
- **Enrichment:** What opportunities for enrichment are provided in this subject

Subject Leader Report for the Senior Leadership Team

The recent monitoring focussed on the following areas: *[Please list and provide a rationale]*

In relation to my action plan I have made the following progress *[Please give a brief overview of progress made and hand provide copies of the updated action plan]*.

Findings from book scrutiny show that there is *[refer to learning over time and learning of the key skills in the subject]*.

Planning shows *[Comment on how well lessons are planned for, including differentiation for more able, SEN and EAL. Is there evidence that planning includes accelerating progress? Does the planning correlate to the outcomes in pupil's books?]*

During my conversations with pupils I gained the following evidence; *[Refer to key questions as above.]*

In relation to the coverage of key skills I have found the following: *[Refer to correlation between medium term planning, lesson planning and books]*.

As a result of my findings I believe the standards of teaching and learning in this subject are *[insert grade]*.

Next for raising the standards of teaching and learning in *[insert subject]* are *[please list the next steps making reference to your action plan]*.

The Role of the Governing Body in Developing and Monitoring Teaching and Learning

Representatives of the Governing Body regularly visit the school to monitor particular aspects of teaching and learning. Their findings are discussed with the Head Teacher, Senior Staff and the full Governing Body and inform changes in policy and budget allocation. Reports summarising pupil assessment data and standards in teaching across the school are presented at every full Governing Body meeting for consideration.

