

LOUDWATER COMBINED SCHOOL **Teaching and Learning Policy**

“Loudwater Combined School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. Please refer to our Safeguarding Policy.”

This policy should be read with reference to:

- Behaviour for Learning and Positive Relationships Policy
- The School Development Plan
- Special Educational Needs Policy
- Assessment Policy
- Marking and Feedback Policy
- The Curriculum Intent Statement
- Individual Subject Policies

Introduction

Through our school aims, we endeavour to provide the children with the necessary skills, knowledge and understanding to make informed choices about the important things in their lives. The Teaching and Learning Policy will contribute to, and reflect, the overall school aims. It encompasses the curriculum to which children at Loudwater Combined School are entitled. At our School, we believe in 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. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

What does good learning look like?

- An active process that involves activity rather than passively receiving.
- Making connections with prior knowledge and learning.
- A collaborative process enriched by co-operation and dialogue.
- A process that involves a period of reflection.
- Progress is the measure of learning.

What do we want our learners to be like?

- Curious and questioning, not passively accepting what they are told, verifying information to check its reliability.
- Confident to take risks, recognising that they learn from mistakes and that the learning ethos values this.
- Resilient learners persevering when learning is tricky or when goals take time to achieve.
- Reciprocal learners who learn well with and from others.
- Resourceful learners who learn well in different contexts.
- Reflective learners who review their learning, enabling them to make links with prior knowledge.
- We want our learners to be independent, life-long learners.

Learning is identified over a range of time scales. It is evidenced by progress, knowing more and remembering more. This could be progress during a lesson, over a unit of work or over a longer period evidenced by looking at children’s work. Progress is also measured by teacher assessments, termly assessments and end of key stage assessments.

Successful learners move forward academically, socially and emotionally. They can transfer the skills they have learned to new situations. Confident learners are resilient, prepared to take risks and develop their independence. At Loudwater School, we develop our learners’

skills with reference to Building Learning Power. This focuses on developing the 4Rs: resilience, resourcefulness, reciprocity and reflectiveness, which support children in developing effective learning behaviours.

We aim to:

- To raise standards of achievement in all aspects of pupil development through the school. (Please see the School Development Plan for details of our current foci)
- To develop each child's desire to achieve.
- To develop and communicate an ethos of high expectation throughout the school community.
- To provide a rich and varied learning environment, that allows children to develop their knowledge, skills and abilities, working towards achieving their full potential.
- To develop skills enabling children to deal with challenges and change.
- To develop a child's self-confidence and feeling of self worth.
- To provide children with a purpose and context for their learning.
- To promote a caring and considerate attitude towards each other within the community.
- To foster respect for the opinions and beliefs of others.
- To develop social skills that enable children to work and communicate effectively with others.
- To promote independence.

We believe:

- Quality learning is a result of quality teaching, which is itself informed by regular assessment and oral and written feedback.
- Quality learning is enhanced by a variety of teaching styles and strategies.
- Children and teachers value learning, the development of learning skills and the acquisition of knowledge.
- To learn children must be involved in their own learning and understand what they need to do to improve.
- All staff have high expectations of children in terms of their learning.
- All children should be encouraged to develop enquiring minds.
- Children should be encouraged by all staff to become increasingly independent learners.
- Parents and carers have a crucial and constructive role to play in developing their children's learning.

Ethos

At Loudwater Combined School, we endeavour to create a positive context for learning by promoting school values, which foster positive learning relationships:

- Fostering a caring and considerate environment where all children feel safe.
- Providing good role models through the way that we interact with all adults and children, always, and in all places.
- Developing classroom environments in which children feel valued, respected and safe.
- Creating an environment where it is acceptable to make mistakes and be challenged by their learning.
- Involving all pupils in the way the school operates, through school council so pupils know their opinion is valued.
- Providing exciting opportunities for learning, which enrich the curriculum and include after-school activities, visits and input from the wider community, including religious speakers, arts performers and representatives from sporting bodies.

Environment

The environment the children work in plays a crucial role in the way they learn. We strive to provide an environment conducive to learning. (Please see appendix 1 for current information)

This is achieved by:

- Creating defined areas in classrooms and keeping the classrooms tidy.
- Organising environments that set an example for children.
- Developing outdoor learning environments.
- Creating opportunities for learning to continue at break times.
- Providing opportunities for children to learn in other environments, for example museums.
- Creating classroom environments that embody a range of informative displays that promote learning.
- Providing drinking water, promoting nutritious lunches and encouraging healthy snacks at playtime to contribute towards good physical and mental health.

Classroom Management

All staff establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunities to take part in class activities. All staff follow the school policy regarding behaviour for learning and positive relationships.

We acknowledge that well managed classrooms are characterised by a range of other features, which we strive to achieve:

- There are established daily routines and ways of working e.g. register, lining up order, tidying away and wet playtimes.
- Children are given a sense of responsibility.
- Resources are well maintained and well presented.
- Teachers are prepared for lessons, including the organisation and preparation of teaching aids / resources.

Pupil Management

All adults take responsibility for maintaining standards of behaviour for **all** children in the school community.

All adults insist upon and maintain high levels of whole class good behaviour when moving around the school, in the school hall and in the playground.

The school standards of behaviour must be maintained when on educational visits outside school, including sporting events and when outside visitors come into school.

Effective Teaching and Learning

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate for the overall levels of ability with adaptations made as needed to ensure all children achieve. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Provision Maps. We have high expectations of all children, and we believe that their work should be of the highest possible standard. This includes ensuring that all pupils are appropriately challenged.

We plan our lessons using learning objectives from the Early Learning Goals, National Curriculum and the Bucks locally agreed syllabus for RE. Schemes of Learning are in place to provide teachers with the information they need to ensure that the integrity of the curriculum is maintained. Intended learning outcomes are communicated clearly, in an age appropriate way, to children of all ages so that they know what they should be able to do when they have learned the material successfully.

Schemes of learning for Reading and Writing are written so that where appropriate, cross-curricular links are made to meet the learning needs of the class. We use the White Rose Maths Scheme for learning throughout the school.

Through our planning, we offer opportunities for children to learn in different ways. These include:

- Speaking and listening , including drama
- investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole class work
- asking and answering questions
- use of technology
- fieldwork
- creative activities
- watching video clips and responding to music
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity
- through visitors and visits to places of educational interest

We acknowledge that people learn in many ways and we recognise the need to develop strategies that allow all children to learn in the way best suited to them:

We involve children in the learning process and encourage them to develop self-assessment skills, so that they can take greater responsibility for their learning. We make regular evaluations of lessons so that we can modify and improve our teaching and inform future planning. Effective feedback provides an invaluable guidance on how well children are doing and what they need to do to improve.

Review

The policy will be reviewed in line with the Governors' Policy review schedule.

Reviewed September 2023

Appendix 1

Classrooms

There needs to be consistency in the type of displays and information for the children in classrooms:

- Punctuation pyramid
- Grammar, spelling and/or phonics information
- Author focus
- Wall (area) of subject specific vocabulary
- Building Learning Power display
- Maths display showing key vocabulary needed for a unit of learning as well as worked examples and stem sentences
- Class charter – once this has been negotiated with children
- Non-negotiables. (Y2 upwards)
- What children need to do to achieve a pen licence. (KS 2)
- Anti-bullying charter
- House points list
- Value of the month display including the inspirational person
- Timetable – there should also be a visual timetable.
- Artist/painter of the term
- Scientist of the term

Classrooms must be kept tidy, including the teacher's desk.

Resources should be stored in appropriate areas, according to the storage available in your classroom. These must be clearly labelled so that children can independently access resources.

Planning

Planning must be saved on Google Drive and shared with all class teachers, PPA cover teachers, and relevant teaching assistants. Planning for the week should be available on Google Drive by 8:00am on Monday.

For ease of use by all, planning should be saved in the following way:

By term – eg. Autumn 2023

By the following subjects:

Guided Reading

Phonics or Spelling

English

Guided Maths

Maths

Science

Art and Design

Computing

Design Technology

Geography

History

Music

PSHE

PE

RE

Timetable

Within each of these folders, the files should be named by the week commencing followed by the unit title. For example: 4.9.23 – The Greeks. The schemes of learning for the

foundation subjects, RE and Science should also be in the relevant folders and annotated to demonstrate the material that has been taught and which step in the scheme has been reached. On the weekly timetable, it should be made clear where the learning needs to start from in the subsequent lesson, for example 'Outdoor PE: Basketball – Lesson 2'

A teacher's planning folder should contain all the planning for the current term. At the end of each week, planning should be filed in the folder so that the most recent plans are first. When completed the whole class feedback sheets should also be kept in this folder with the relevant week's planning.

Teaching assistants must have their own copies of planning, as well as provision maps for the pupils they support.

Class inclusion folders also need to be up to date. These should include:

- a list of pupils eligible for pupil premium
- whether pupils are achieving at: Below ARE, ARE or above ARE in ranked order with the most able in each sub-group first. provision maps
- any relevant SEND information
- seating plans
- any medical or dietary needs
- awards list.

Appendix 2

Non-negotiables

These ensure there is consistency in the way children present their work.

From Y2

- All children must use joined hand writing in all of their work, if this is not so work needs to be completed again, during reflective learning time. Exceptions may be needed for SEN children.
- Children may write in pen if they have a pen licence or pencil if not.
- All diagrams, tables or graphs should be completed in pencil and ruler where appropriate.
- All work must be dated, and named if on a loose sheet.
- All titles and dates must be underlined with a ruler.
- The long date must be used in English and Topic (Exceptions can be made for SEN pupils). The short date should be the one generally used in Maths books
- All sentences must begin with a capital letter and end with a full stop.
- When children are marking their own or each other's work, they must use their red marking pens.

Appendix 3

Assessing pupils

Assessing Pupil Progress

- We will be recording the judgements we make using Sonar Tracker. These records are in the areas of Maths, Speaking and listening, Reading, Writing, Science and foundation subjects (skills).
- Assessment of knowledge at the end of a unit of work in the foundation subjects should be recorded on the End of Unit Assessment Trackers. To keep track of progress against each step of learning in the unit the Unit Feedback sheet should be completed. These are found on Teacher Share/Schemes of Learning Sept 2023/ Assessment.
- Attainment in Reading, Writing, Maths and Spoken Language is recorded by highlighting the statements and completing the point in time assessment. This should be updated at the end of every term.

Pupil Progress Meetings (PPMs)

- These will take place half-termly for all teachers, this will be after the termly assessments have been completed at half term and at the start of each term.
- They are an opportunity to celebrate progress and share concerns regarding all children,
- Evidence for teacher assessment will be examined; this may include books, assessments and relevant reports from Sonar Tracker, for example Gap Analysis. It may also involve observing or talking to the children.

Children's books

- Topic books must include skills sheet for each unit, where the different subject areas covered by a topic are identified.
- The title, which may be a question, should make clear to the children the focus of their learning.
- Feedback 3 (KS1) and feedback 5 (KS2) should be used by the children to give an indication of their view of their learning in a lesson.

Marking

- Please also see the Feedback and Marking policy.
- The written work of pupils must be reviewed by the teacher and this demonstrated using stampers.
- Whole class feedback sheets must be completed for each lesson and this information shared with pupils at the start of the next lesson in that subject.
- Maths work must be marked daily, where appropriate the children should mark their own work using their red marking pens. The teacher must review this marking so that they are aware of any interventions or recapping needed prior to the next lesson. They should show that they have looked at the pupils' marking by using a stamper in the workbook.
- Assessed pieces of writing must be recorded on the PIXL writing indicator sheet for each child.

- Where appropriate children may mark their own or a partner's work, this should be developed in line with the policy.
- Teaching assistants mark the work of their group when appropriate.

Pupil Engagement

Building on from the pupil engagement project classrooms should continue to include the five active ingredients from that project:

Active ingredient 1

Groupings: Table grouping to be organised into groups of 4 with one group of 6. The groupings should be mixed ability and the children will have face and shoulder partners to replace talk partners.

Active ingredient 2

I have an idea: A signal to indicate that the child knows an answer (thumbs up, hands on head etc)

Once the Teacher has posed a question, the children have time to think and then indicate once they are ready with their answer. Teacher to scan the room and recognise who does not know and encourage them to ask the shoulder partner to coach/teach them. Shoulder partners should not give them the answer directly but support them by giving prompts.

Active ingredient 3

No more hands up Teachers to use a range of methods to select children to answer questions. These should include: selecting children using lolly sticks, cold calling and giving children discussion time in their groups and then asking for feedback from a group member,

Active ingredient 4

Jot views This involves the children sharing what they already know about a topic, what they would like to know and then what they have learned. This could be repeated at various times to evidence what children have retained about prior learning.

Active ingredient 5

Team Builder We will conduct 2 team builder activities a half term. This links in with new table places and ask them to come up with a team name and celebration that includes all members of the team.

Early work

When the children enter the class from 8:45am there must be an activity for them to complete which will consolidate prior learning and provide an opportunity for retrieval practice. These activities should be based around a range of curriculum areas.