

DREW PRIMARY SCHOOL
TEACHING AND LEARNING



'Learning today for tomorrow's world'

Agreed at Governing Body Meeting on:

Signed Headteacher:

Signed Chair of Governors:

Introduction

We believe we provide all staff with a framework for the highest quality teaching and learning in order to inspire all children to learn and achieve to the best of their ability. Through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help to prepare them to make a mature and critical contribution to society as an adult.

We are a Kagan school.

We believe that the following key statements define high quality teaching:

- To set high expectations for all pupils.
- To talk regularly with learners about their learning and to listen to them.
- To ensure pupils know the learning objectives of all lessons and to know if they have achieved that objective.
- To be knowledgeable about what we are teaching.
- To reflect on our practice and challenge our own thinking.
- To ensure that we have a clear picture of our pupils' knowledge, skills and their level of understanding.
- To organise our classroom activities to encourage children to become successful learners through understanding how they learn.
- To deliver interesting, purposeful and exciting lessons with speed and challenge.
- To link lessons to real life situations and problems and with other subjects.
- To use a range of questioning techniques.
- To meet the needs of all learners by using different teaching strategies.
- To use paired learning opportunities.
- To formally and informally assess the attainment of our pupils.
- To use learning opportunities beyond the classroom as much as possible.
- To use IT to support and develop learning.

We believe quality learning is reflected in the outcomes of the education experienced by the children and this is evident in their engagement, attainment and progress.

We believe high quality learning is achieved when pupils are supported and fostered to be:

- enthusiastic, attentive, responsive and on task;
- aware of classroom and school rules and abide by them;
- talking confidently and ask appropriate questions;

- confident in asking for help and support;
- aware of their achievements and what they need to do in order to improve;
- producing good quality work;
- knowledgeable about their learning;
- independent learners and stay on task;
- confident in helping others to learn.

We are committed to providing challenge for all learners in order to enable them to succeed and reach the highest level of personal and academic achievement possible. Pupils will achieve this if we allow them to learn in a variety of ways, with differentiated activities, with pupils learning at different rates and who have different interests and abilities.

We want to develop an awareness and belief that all learners have the right to be challenged. We want to develop children to be resilient and excited learners who understand the need for challenge to progress. We want to develop a curriculum that provides effective challenge and a learning environment where children are encouraged to take risks and work hard to succeed.

We believe the learning environment makes a significant contribution to the quality of education provided. Therefore, we have created a learning environment that has been adapted to the Kagan co-operative learning structures.

In our school it is evident through teacher talk and pupil talk that the use of Kagan within learning improves:

- Academic achievement among students, especially for low achieving students.
- Relationships among students.
- Self-esteem, including intellectual/academic self-esteem, and peer self-esteem.
- Class climate, including enjoyment in lessons, interest in content, and co-operation with teachers.
- Higher-level thinking, including questioning and synthesising diverse viewpoints and data. (*See our website for additional information on Kagan*)

We gather children's views about Teaching and Learning annually as we believe that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To maximize children's learning potential.
- To promote high quality effective teaching.
- To achieve high quality learning.
- To develop an effective learning environment.
- To recognise and celebrate achievement, attainment and effort.
- To foster creativity, enthusiasm, enjoyment, motivation, independence and co-operation.
- To stimulate a desire for lifelong learning.
- To work with other schools and the local authority in order to share good practice in order to improve this policy.

Responsibility for the Policy and Procedures

Role of the Senior Leadership Team

The Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- ensure a continuous professional development programme is in place for all teaching and support staff in order to develop teaching and learning throughout the school;
- ensure teaching staff have their statutory planning, preparation and assessment time;
- ensure all teaching and support staff are line managed;
- arrange professional development meetings throughout the year;
- ensure all lessons are free from unnecessary interruptions;

- monitor the quality of teaching and learning across the school by:
 - lesson observations
 - questioning pupils
 - scrutiny of planning
 - scrutiny of pupil books
 - scrutiny of marking
 - professional development meetings
 - consulting parents
 - ensuring pupils targets are challenging enough for all pupils
 - analysing pupil targets to see if they have been met
 - analysing and comparison of pupil performance data with school and national data.

- make effective use of relevant research and information to improve this policy;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- monitor the progress and development of this policy;
- assess the impact of this policy;
- annually report to the Governing Body on the success and development of this policy.

Role of the Middle Leaders

Subject coordinators will:

- comply with all aspects of this policy
- undertake appropriate training;
- lead on training for staff
- monitor and evaluate the quality of learning for their subject;
- report the main findings of monitoring to teaching staff and the head teacher;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Linked Policies

▪ Marking policy	▪ Curriculum Policies
▪ More Able	▪ Behavior
▪ EAL Policy	• SEND Policy

