



Teaching and Learning Policy

Introduction

At Water Orton Primary 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; it should be fun. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims

To ensure that all our pupils are provided with rich and varied learning experiences which lead to them developing their skills and abilities to their full potential.

This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom and what our school does to create an effective learning environment.

Planning the curriculum

A long term plan has been drawn up by staff for each phase group. This plan follows the National Curriculum 2014 and aims to provide a full coverage of subjects in a topic based, creative curriculum. In all years in school other than year 2 (who are taught in a single age class) the Long-Term Plan covers two school years. This is in order to ensure that children visit new topics every year, even in a mixed age class. Planning for RE is taken from the Coventry and Warwickshire Agreed Syllabus 2024 (See RE policy) Planning for Sex and Relationship Education is taken from the Jigsaw programme. (See SRE policy)

Medium term plans are produced each term for the subjects identified on the Long Term Plan. They show which topics will be taught, when and how.

Short term plans are produced by class teachers for English and Maths often in the form of a powerpoint. This enables them to deliver what is in the medium term plan. Short term plans will include adaptations, showing how children will be supported and challenged. Short term planning will include consideration of how other adults in the room are to be utilised.

Different resources, learning objectives, levels of support or expected outcomes are means of providing adaptation, as are enabling questions, individual target setting and giving prior knowledge or help about topics to be covered.

Quality of 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 best suit them.

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

- Investigation and problem solving
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole class work
- Asking and answering questions
- Use of ICT
- Fieldwork and visits to places of educational interest
- Creative activities
- Learning outdoors
- Watching television / video and responding to musical or recorded material
- Debates, role plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity

Assessment for Learning

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence to allow for closely matching tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success. (See Assessment Policy)

Structure of lessons

- Lesson structures will be based on the Rosenshine Principles of instruction and meet the requirements of the school non negotiables.
- Lessons will start promptly with no time wasted. Specific structures are in place for the PPT with learning links and vocabulary at the start with clear LO's .
- Resources should have been planned and prepared before the lesson
- The lesson will normally be linked to previous learning with a review task or learning link
- The teacher will use enabling questions to motivate, stimulate, assess and keep pupils on track using well planned AFL strategies to understand the level of learning achieved.
- The lesson should have a good pace and structure, activities will vary to respond to children's different ways of learning. Hinge questions will be used to check for misconceptions.
- Teachers will adapt the learning planned in each lesson to make sure that children of all abilities are supported and challenged as required, with scaffolds and clear steps to success.
- Usually, each lesson will have a plenary which will reinforce the learning objective.
- Where possible, children's work will be marked with them. Pupil's work will be assessed regularly to inform short term planning and pupil progress (see Assessment Policy and Marking Policy)

Classroom environment

Our classrooms are attractive learning environments, with little clutter and clearly structured support materials for children. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as working walls relating to Literacy, Reading and Maths.

All our teachers reflect on their strengths and weaknesses with the support of a skills audit and we plan their professional development needs accordingly. We do all we can to support teachers in developing their skills so that they can continually improve their practice. Standards team follow a rigorous monitoring schedule to identify any help support the staff need in all areas.

We ensure that all tasks and activities that the children do are safe. When we plan to take the children out of school, we obtain permission from parents and complete a risk assessment.

The evaluation of practice

Subject leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers or pupils, shared teaching, monitoring books and/or planning, and informal observations and pupil conversations. They will also check that long and medium term plans are providing the coherence, progression, continuity and depth necessary.

More formal observations are carried out by the Senior Leadership Team on a regular basis. This evaluation forms a large part of the teacher's appraisal process. (See appraisal policy)

The role of parents

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 workshops to explain and model our school strategies for teaching literacy, maths reading, phonics and a range of other subjects.
- Sending information to parents at the start of each term in which we outline the topic that the children will be studying during that term at school
- Sending annual reports to parents in which we explain the progress of each child and indicate how the child can improve further
- Explaining to parents how they can support children with their homework (see Homework policy)
- Holding a more formal parents evening every term where parents can make an appointment to meet with their child's class teacher

The role of governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- 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
- Monitor how effective teaching and learning strategies are in relation to school improvement priorities
- Ensure staff development and performance management policies promote good quality teaching