



Coads Green Primary School Teaching and Learning Policy

"Achieving excellence by learning and growing together"

School Vision Statement:

We encourage all children to be socially responsible within the school and wider community:

- to have respect for themselves and others
- to promote openness, honesty and responsibility
- to be proud to be part of a caring and inclusive environment

We motivate all pupils and staff to reach their full potential:

- through a creative and stimulating curriculum
- through high standards of teaching and learning
- through taking an active role within their own and others learning
- through high expectations and celebration of their success

We inspire children to become confident and caring individuals:

- to be happy and enjoy coming to school to learn
- to feel safe and secure in their schooling
- to be tolerant and supportive of each other
- to have an appreciation of the benefits of a healthy lifestyle

Aims:

- to provide a safe, stimulating learning environment for all pupils and staff;
- to enable pupils to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- to provide a broad, balanced and relevant curriculum in line with the National Curriculum that will motivate, engage and challenge pupils whilst also equipping them with the skills required for their future
- to set high expectations for all pupils in order to raise their aspirations
- to raise standards of both teaching and learning.

Teaching:

a) Planning and Preparation

Staff should plan lessons:

- which are enjoyable and interesting and allow opportunities for creativity
- which allow pupils to progress in their learning
- where the learning intentions e.g. WALT and success criteria e.g. WILF are stated clearly
- which use mini plenaries to summarise learning, help pupils to understand how to improve and enable every child to make progress

- which allow pupils to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application
- which are differentiated for varying needs by task, support, resources and method
- which use stimulating resources including use of computing and e-learning, which are differentiated as appropriate to the pupils
- which provide pace and challenge for all pupils
- which use effective questioning to direct and challenge pupils
- which meet expectations as agreed within the learning charter (see appendix 1)

b) Teaching styles

Staff should use teaching strategies which:

- ensure high expectations and high standards
- encourage pupils to be independent thinkers and learners
- allow pupils to learn in their preferred styles i.e. visual, auditory or kinesthetic
- allow pupils to work both independently and collaboratively, and which contribute to one another's learning
- use positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to school policy
- use others to deliver the lessons (e.g. teaching assistants, outside agencies)
- use the learning environment to support and enhance pupils' learning as agreed in the learning environment non-negotiables (see appendix 2)

c) Assessment, Recording and Reporting (See separate policy)

Staff should:

- assess pupils' work regularly according to the school assessment policy
- use analysis of assessments to inform their teaching and support pupils' progress;
- use School Pupil Tracker Online data to ensure pupils are working at their full potential and set targets to achieve this;
- inform parents of pupils' progress at termly pupil progress meetings and end of year written report
- through NAHT Aspire Achievement Team meetings discuss pupil progress in order to swiftly identify and rectify underachievement

d) Learning Support

Staff should:

- be aware of the specific learning needs of each individual pupil
- consult through the SENCO with external agencies about the needs of individual pupils when appropriate and incorporate advice received into pupil IEP's, including high achievers and gifted and talented pupils
- work with parents, teaching assistants and other adults to ensure pupils are best supported in their learning

e) Continuous Professional Development

Staff should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning in order to share good practice;

- plan their own CPD programme in conjunction with the SDIP as a result of the appraisal process.

Behaviour for Learning:

Pupils should:

- be prepared for lessons with the correct equipment
- complete homework to enhance their learning
- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work
- make positive contributions to class discussions
- follow the agreed learner non-negotiables (see appendix 3)
- take responsibility for improving their own learning including their use of targets and next step responses to developmental marking

Monitoring and Evaluation of Quality of Teaching and Learning

Classroom Staff

Classroom staff are responsible for the progress of pupils in their classes and for self-evaluating their own professional development in line with NAHT Aspire coaching and mentoring programme

This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management
- using School Pupil Tracker Online to monitor pupil progress to ensure they achieve well against prior achievement and similar groups nationally
- self-evaluation of their contribution to the policies and aspirations of the school as part of the school development and improvement and appraisal processes

Subject Leaders

Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement.

This is achieved by:

- evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement
- ensuring curriculum coverage, continuity and progress for all pupils
- in conjunction with the teaching staff and governors, establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement
- using School Pupil Tracker Online to analyse and interpret data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. able pupils, gender groups);
- monitoring pupils' progress and achievement through the NAHT Aspire Achievement Team meetings and assessment process

- collaboratively work with other classes, year groups and schools through the Co-operative Trust to ensure quality, consistency and to implement strategies for improvement
- collaboratively work with Governors of the school to ensure they are well informed of the policies and practices of the school and in driving improvement
- observing staff and giving constructive feedback as part of the SDIP. This will also inform appraisal of staff

Middle Leaders

Middle Leaders in conjunction with Governors set priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the School Development and Improvement Plan and The NAHT Aspire implementation plans. Monitoring and evaluation takes place through SDIP reviews, NAHT Inspire Extended leadership team meetings, book and planning scrutinies and classroom observations of teaching and learning.

The Headteacher is responsible for monitoring the effectiveness of middle leaders.

Reviews of Teaching and Learning

Ongoing review of teaching, learning, progress and attainment takes place as part of the NAHT Aspire 3 x weekly staff meeting cycle, in order to gain a snap shot of standards. On-going reviews take place to focus on particular issues or to support where the need for development has been identified.

The aim is to:

- identify and share good practice;
- evaluate the quality of teaching and learning in line with OFSTED, Local Authority and NAHT Aspire criteria and set targets for improvement
- track progress in teaching and learning issues identified in the School Development and Improvement Plan
- identify key aspects of teaching for development and for the whole school
- identify and support staff where needed
- standardise monitoring procedures including lesson observations and work scrutiny through the appraisal cycle

Appendix 1
Coads Green Primary School
Learning Charter

*This Learning Charter sets out the expectation for good and better teaching and learning
at Coads Green Primary School.*

- Prompt lesson start with swift transition times.
- Sequences of learning are continuous to promote constant active learning.
- Effective staff deployment.
- Effective use of learning aids and resources support and extend learning including ICT.
- Engaging, relevant and challenging activities taking into account different learning styles.
- Effective adult questioning.
- Developed key attitudes to learning: enthusiasm, focus, organisation, behaviour and determination.
- High expectations evident.
- Whole class teacher talk is minimised; children's independent/ collaborative learning time is maximised
- Mini plenaries ensure learning is on track, demonstrating learning and progress.

Appendix 2

Our Learning Environment

These non -negotiables set out the expectation for effective learning environments at Coads Green Primary School.

- The learning environment is clear and organised.
- Displays celebrate and "boast" children's learning, with clear, explicit references to the learning which is taking place.
- Emphasis on writing and maths.
- Work is labelled with year groups in order to demonstrate progression.
- Effective "Learning Walls" should be "alive."

- WOW work (in the entrance area) is changed every half term.
- Progress walls are updated termly.

Appendix 3

Learners Non-Negotiables

These non-negotiables set out the expectation for learning at Coads Green Primary School

- Think outside the box– ask questions!
- Use your targets!
- Do your best!
- Be in charge of your own behaviour for learning - be an active learner!
- Use your neatest handwriting and best presentation!
- Move quickly and sensibly from one activity to the next!