

## **Sutton Veny CofE Primary School** **Teaching and Learning Policy**

At Sutton Veny CE Primary School we want the very best for every child and so we provide an environment where they will be safe, happy, thrive and succeed. Our strong team of staff and governors are driven by a common goal – **to value, care for, guide and support each child to help them realise their potential.**

### **Our aim is:**

- To give children the best possible education
- To foster a love of learning and develop academic and social skills in a safe, supportive and caring environment, where individuals are valued

### **Learning**

#### **We believe children learn best when they:**

- are happy and feel safe
- are challenged, motivated and engaged
- are resilient, confident and have high self esteem
- develop pride in their achievements
- are given opportunities to apply the knowledge and skills they are taught
- have clear routines and structures in place
- have the opportunity to reflect and evaluate
- listen effectively
- have a sense of ownership
- discuss their ideas and views with others
- are praised and encouraged
- are given constructive feedback

### **Teaching**

#### **We believe effective teaching takes place when teachers:**

- have a passion for teaching and learning
- are organised
- structure their lessons and maintain a good pace
- develop positive relationships with the children
- hold high expectations of what children can achieve and have high standards relating to behaviour and work expectations
- are clear in their mind about what they are teaching, plan thoroughly and set clear objectives for each lesson
- have good subject knowledge and understanding
- use a variety of teaching styles and strategies
- question pupils effectively
- are fair and consistent
- involve pupils and maintain their interest
- set clear, realistic targets to raise standards
- use assessments to identify pupils' strengths and difficulties
- work in a supportive environment where all staff have opportunities to contribute to whole school evaluation and improvement
- are self-reflective and eager to improve their own practice

## **Planning**

We have three interconnected levels of planning and common formats are in place. Copies of these can be found in the class file and on the teacher memory stick.

**Long term:** We have a whole school topic overview in place to ensure that there is breadth and balance across the curriculum and to ensure that the National Curriculum is delivered. From this each teacher produces an annual overview for the core and foundation subjects. The school uses blocked and themed weeks to ensure time is effectively given to each subject, allowing breadth and depth of coverage.

**Medium Term:** An outline planning pro forma is used to enable staff to plan the content for each subject. This outlines the knowledge, skills and understanding that will be taught and ensures progression, continuity, breadth, balance and depth of coverage. The use of teaching support is outlined on the planning.

### **Weekly Planning:**

Each class has a weekly timetable. Planning sheets designed for use throughout the school are adapted by staff as appropriate to suit the age group taught. Staff use schemes of work to support their planning in some areas.

## **Pedagogy/Methods**

Our aim is for successful class management, ensuring that the teacher is able to interact positively and effectively with all of the pupils. The staff all teach with a variety of methods depending on whether the objectives are best achieved by pupils working alone, in pairs, or altogether. This means that throughout the day children will experience whole class, individual and group teaching. Our priority is for pupils to succeed in all tasks; they need to be clear about what they are doing, why they are doing it, how long they have to do it, and how they can assess their success once it is done. All staff are aware of the need to employ skilful questioning and promote discussion because this encourages pupils to be involved and stimulated.

## **Links between Home and School**

The school firmly believes that if children are to realise their potential, the links between home and school must be strengthened continually. Each class holds a 'back to school night' at the start of the school year, when the classroom planning and organisation is discussed with parents. This meeting is to encourage parents to become actively involved in the children's education.

Parents are encouraged to be fully involved in all areas of school life, socially through the Friends of the School, Parent Focus Meetings and through parent support within the classroom. Parents have a right to be informed about their children's education. There is a 'Learn Along' session for parents to participate in their children's learning. Subject based workshops are held during the year. Each term there is a Parent Focus meeting. During subject themed weeks, parents are invited to participate.

## **Celebrating Achievement**

### **Value is given to children's work through**

- The use of displays, which are also used to demonstrate evidence of the broad balanced curriculum on offer.
- Activities and class assemblies, sharing and presenting their work to an outside audience.
- Nomination of a special person from each class, to present an item of work in our weekly celebration assembly.
- Links with industry and the community.
- Participation in area events, enabling children to recognise the importance of the individual within the school and wider community.

## **Teaching Partners**

The role of teaching partners is to help teachers make sure that each child plays a full part in every lesson. They should be planned for and briefed about each lesson and their particular role in it. They should know not only what children are to do but what children are to learn. During lessons, support staff should position themselves close to any children who may need special help and provide discreetly by, for example:

- Prompting shy or reticent children
- Translating core vocabulary or phrases
- Helping children to use specific individual resources to find an answer

In the introduction to the lesson, support staff should observe carefully the responses of the children they will be working with later in the lesson to inform the support they will give.

### When a teaching partner is guiding a group they should:

- Ensure that children interpret instructions carefully, concentrate and behave responsibly
- Remind children of teaching points made earlier in the lesson
- Question children and encourage their participation
- Use and make available any resources, especially when they are helping children with difficulties or misunderstandings
- Look for and note any common difficulties that children have, or mistakes that they make, so that you can feed these observations back to the teacher who can then address these in the plenary and in future lessons.

### Supportive learning environment

The overall aim of the school is to provide the children with a stimulating and enriching learning environment, allowing individuals to progress and achieve their potential according to their age, ability and aptitude. Classrooms are organised so that furniture and resources are accessible, available and manageable. Consideration is given to the need to minimise pupils carrying materials around the room and to give them ready access to the resources they will need. There are consistent procedures throughout the school and the children are familiar with the routines for completed work, corrections and expectations in presentation. Resources are clearly labelled and children know which they can access independently. Maximum use of time is made through careful organisation of resources before sessions, skilful deployment of other adults and awareness of children's previous knowledge, insisting on a good pace of work.

### Monitoring Teaching and Learning

The school has clear systems for monitoring teaching and learning and has developed formats to ensure features are explicit and consistent.

Subject Leaders have key responsibilities throughout the year. They are individually accountable for meeting the outcomes on the subject leader plan and they are required to report to governors towards the end of the academic year. Non-contact days are taken to work through the action plan. Staff training and development meetings include moderation of work and enable each subject leader to evaluate the standards and achievements of children in their learning. Planning is regularly shared and reviewed at Key Stage and whole school meetings. Members of the SLT in the school inform judgments on the quality of teaching and learning throughout the school by lesson observation and informal monitoring of standards.

Teaching and Learning is monitored through:

- Lesson observations
- Non-negotiable (classroom audit)
- Scrutiny of marking
- Scrutiny of planning
- Pupil questionnaires and interviews
- Scrutiny of children's work and their books

### Appendix

1. Class file contents
2. Checklist for monitoring teaching, learning and assessment
3. Classroom environment checklist
4. Checklist for monitoring marking, feedback and assessment
5. Teaching Observation guidance and feedback sheet

<b>Approved by:</b>	Curriculum and Pupil Welfare Committee	<b>Date:</b> 15/11/21
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