

HERON CROSS PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

INTRODUCTION

At Heron Cross Primary School, we believe that all children should respect and value each other, have high aspirations, strive to be successful and learn with and from each other.

AIMS AND OBJECTIVES

We believe that children should have opportunities to learn in exciting and innovative ways. We aim to inspire all children to achieve their best, nurturing their confidence in their own abilities and relationships with others. We provide a rich and varied curriculum and environment that enables all to learn.

ETHOS

We endeavour to create a positive context for learning by:

- Fostering a nurturing and considerate environment where all children feel safe
- Ensuring that the children are able to share their ideas about life and learning at Heron Cross Primary School
- Providing exciting opportunities for learning through our 'Story Topic' curriculum and through visits and input from the wider community including artists, musicians, sports professionals and visitors with diverse careers
- Being good role models through the way that we interact with all adults and children, at all times and in all places
- Developing 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

EFFECTIVE LEARNING

At Heron Cross Primary School, we believe that children should have a variety of opportunities to enable them to learn. These include:

- Collaboration through group work and paired work
- Investigation and problem solving
- Visits to places of educational interest and visitors in school
- Creating art, designing and making
- Drama and musical performance
- Participation in physical activity
- Research and presenting using ICT

We encourage and expect children to take responsibility for their own learning. We believe that children reflecting on their own learning is integral to individuals making good progress.

EFFECTIVE TEACHING

When teaching, we believe that with a creative skills based curriculum, with literacy and numeracy at its heart. We will nurture and inspire a lifelong love of learning. We believe that children learn effectively when the Teacher provides:

- Innovative and reflective teaching
- An atmosphere where children are both supported and challenged
- Lessons where children's previous learning and interests are built upon, through purposeful application of knowledge in different situations
- Lessons where children's understanding and skills are developed through active, practical and first hand experiences, individual and collaborative talk and exploration so that the lesson makes a difference
- Clear expectations of what outcomes are expected
- Planned learning opportunities that enable all children to achieve
- Appropriate pace to the lesson
- Opportunities to review and reflect on learning
- Open ended, though provoking, challenging questions of the children
- Developmental feedback

EFFECTIVE ASSESSMENT FOR LEARNING

We believe that the principles of Assessment for Learning are integral to ensuring that children make good progress. We use the Assessing Pupils Progress guidelines in Reading, Writing and Maths to underpin our assessment cycle in planning, teaching and assessment.

Teaching approaches are:

Oral Feedback

- Using questioning to focus on learning, challenging children to think about their learning, using it to assess understanding and reshape learning if necessary.

Written Feedback

- Using the 'closing the gap' approach to identify strengths and next steps in learning, in line with APP guidelines.

Amending Planning and Teaching

- Continually reviewing progress and rates of learning and changing if necessary to ensure that lessons are always pitched appropriately.

Self and Peer Assessment

- The use of 'traffic lights' in maths and 'checklists' in writing to assess own and peers learning and to use these to improve work
- The use of whole class targets to enable children to assess own learning against a termly focus.

MONITORING AND EVALUATION

The quality of teaching and learning is monitored and evaluated regularly and systematically throughout the year in the following ways:

Subject Review

Curriculum areas are monitored in accordance with the subject review schedule (appended to this policy). This evaluation is led by subject leaders in conjunction with a link governor and involves lesson observation, work, planning and assessment data scrutiny, pupil interview, teacher assessment moderation and progress tracking through regular assessment.

Headteacher

The Headteacher monitors the quality of teaching and learning through lesson observation, scrutiny of planning, progress meetings, assessment data and children's work, learning walks, environment audits and pupils interviews in connection with both teacher performance management and the school's subject review schedule. Ofsted criteria are used to make a judgment about the quality of teaching and learning and teachers are given detailed written developmental feedback. An anonymised, generic report on the findings from each round of observations informs school self evaluation.

Governors

Governors have a statutory role to play in monitoring and evaluation of the school curriculum and the quality of teaching and learning. Nominated governors work with subject leaders reviewing subject areas in line with the subject review schedule. Link governors and those governors who have been appointed by the full Governing Body to carry out statutory monitoring duties follow the guidelines in the Governor Visits Policy (see Governor Handbook) for monitoring visits and reporting.

Local Authority

The school's LA School Improvement Partner through termly visits, works with the Headteacher to monitor and evaluate the quality of teaching and learning through scrutiny of assessment data, joint lesson observations, learning walks and environment audits.

Ofsted

The school is, of course, subject to inspection at short notice by Ofsted and or Her Majesty Schools Inspectorate