



NEW MILLS PRIMARY SCHOOL

'Happy, Healthy, High Achievers'

TEACHING AND LEARNING POLICY: October 2016

1. Introduction

1.1 Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum which is broad, balanced and personalised to meet the requirements of the Education Reform Act relating to the National Curriculum and the agreed syllabus for religious education.

Teaching and learning takes place within a whole school context - both within the classroom and the wider school environment, and beyond the school boundaries into the local community.

1.2 Our teaching and learning policy is at the heart of all we are doing at New Mills Primary School. It sets out clear expectations, a consistent approach, can be easily monitored and ensures equal opportunities for all of our pupils.

2. Aims and objectives

2.1 At New Mills Primary School we believe that we all learn best in different ways. We strive to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential. We incorporate creative learning approaches wherever we can.

2.2 At New Mills Primary School we value everyone as an individual:

- We are committed to high standards;
- We strive to provide a happy, secure and stimulating environment;
- We model and expect co-operation and mutual respect;
- We encourage an enthusiasm and excitement for learning;
- We believe in success.
- We value Pupil voice.

2.3 Our Aims are easily understood by all and they apply to everyone, everywhere in our school community:

- We know that everyone will have equal chances;
- We respect and care for ourselves, each other and our world;
- We want a happy, safe and secure environment;
- We want to learn and find out more;
- We always try our best;
- We want to be independent, confident and responsible;
- We listen to others and communicate confidently;

- We want to see the best in others;
- We know that everyone is special;
- We understand and respect that other people have different ways of living.

We are all Happy, Healthy, High Achievers.

3. Effective Learning

3.1 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 which best suit them. Through this personalised learning approach we take into account the different area of intelligences, ensuring, wherever possible that there is a Visual, Auditory, and Kinaesthetic element to each of our lessons. We are always working to develop the talents of our pupils. We talk to our pupils and parents to find out what our pupils like and what they think through the Pupil Profiles that are completed by everyone annually. We are developing our Structured conversation approaches to include pupils as well as parents.

3.2 Effective learning results in:-

- Being confident that you have succeeded;
- Believing you can do more;
- Feeling secure in explaining what you have learned;
- Having an ability to apply it to a variety of other situations;
- Being able to teach it to someone else;
- Having confidence in your own abilities.
- Being able to 'think outside the box'

4. Effective Teaching

4.1 Effective learning only comes about from effective teaching. At New Mills Primary School we motivate the children and build on their skills, knowledge and understanding of the curriculum and the world around them. The school curriculum plan guides and informs our teaching and it sets out the aims, objectives and values of the school. The school curriculum promotes creativity and uses the 'arts' in the broadest possible sense.

4.2 We believe that children learn effectively when the teachers provide:

- Exciting and stimulating lessons;
- Frequent opportunities for children to develop and demonstrate their independence and creativity;
- **Regular opportunities for children to discuss their learning with peers and adults.**

- Shared objectives which are communicated at various stages during the lesson, reinforcing learning and understood by both pupils and teachers;
- Clear expectations of what pupils are expected to achieve by the end of the lesson
- Regular and planned opportunities to review and reflect on the learning and children making clear links between previous and new learning;
- Opportunities for children to collaborate with each other asking questions of each other, of the teacher or other adults;
- Opportunities for children to talk about what they are learning, as opposed to simply describing what they are doing;
- Frequent opportunities for pupils to make decisions to help them take responsibility to lead their own learning
- An atmosphere where children are prepared to take risks;
- Appropriate pace to the lesson and time for reflection;
- Appropriate challenge for all children and support for the learning of pupils with differing abilities;
- Lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference;
- Enthusiastic delivery/passion;
- Elements of VAK;
- A planned programme of educational visits and outdoor education to reinforce and stimulate learning.
- Careful analysis of small steps progress for specific groups of children
- Experiential writing approaches are used throughout the school; children will write from their direct experiences every week.

4.3 We base all our teaching on our clear knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children and to ensure all children make small steps progress in every lesson.. We strive to ensure that tasks set are appropriate to each child's level of ability, catering for their personalised needs. When planning work for children with special educational needs (SEN) we always give due regard to the information and targets contained in the children's Individual Education Plan (IEP) and to the progress we expect the children to make. We have high expectations of all children at our school and believe that all children should be

included in the full range of educational opportunities. We believe that their work at New Mills Primary School should be of the highest possible standard.

4.4 Each of our teachers makes a special effort to establish positive and supportive working relationships with all the children that they are teaching. We treat each child with kindness and respect. We treat them fairly and always give them equal opportunities to take part in class activities. All the teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class and school code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

4.5 We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups leading intervention programmes and phonics groups. Our Higher Level Teaching Assistant sometimes works with whole classes of children where we feel it is appropriate. Our adult helpers also assist in the preparation and storage of classroom equipment.

A number of volunteer helpers in school work alongside staff to give children additional support in reading and maths; some volunteers provide specific skills to further broaden the curriculum.

4.6 All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills so that they can continually improve their practice.

4.7 We conduct all of our teaching in an atmosphere of trust and respect for all.

5. Personalised Learning

5.1 What is personalised learning? "Put simply, personalised learning and teaching means taking a highly structured and responsive approach to each child and young person's learning, in order that they are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils - and their parents - as partners in learning." Our work with 'Achievement for All' enhances our communication and engagement with those parents that may find making close links with school difficult.

5.2 At New Mills Primary School we strive to give every child the opportunity to achieve their full potential, whatever their particular talent or background. We aim to provide high quality teaching that is responsive to the different ways children achieve their best. Pupils are treated as partners in their learning;

parents receive regular information about their child's progression and are encouraged to play an active role in their child's learning and school life.

6. The Personalised Learning Environment.

6.1 All areas and resources at New Mills Primary School included the classrooms should be clearly labelled. Children are made aware of these resources at the beginning of each year. The learning environment should be organised to ensure that the children have the opportunity to learn in different ways, thus supporting their personalised learning. These include:

- Investigation and problem solving;
- Research and finding out;
- Group work/Paired work;
- Independent work;
- Whole class work;
- Asking and answering questions;
- Use of the computer and ICT;
- Fieldwork and visits to places of educational interest;
- Creative activities;
- Quiet reading opportunities;
- Structured play inspired by topic work
- Debates, drama, role plays and presentations;
- Designing and making things;
- Participation in athletic or physical activity.
- Free flow play (in EYFS)

6.2 At New Mills Primary School learning takes place in an environment which is:

- Challenging and stimulating;
- Peaceful and calm;
- Happy and organised;
- Well resourced and clearly labelled;
- Makes learning accessible;
- Encouraging and appreciative;
- Welcoming;
- Provides equal opportunities;
- Provides a productive working atmosphere.
- Safe

6.3 Our classrooms are all attractive, inclusive learning environments. Displays are changed regularly to ensure that the classrooms reflect and support the topics studied by the children. All children are provided with opportunities to have their work displayed in the classroom. We believe that these stimulating environments set the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Each

classroom has clearly labelled resources that we expect (and encourage) children to access and organise independently of the adults in their classrooms.

6.4 Routines and rules in the classroom contribute to a healthy learning environment. At New Mills Primary School these work effectively by being:

- Agreed by the children and clearly understood;
- Fair and consistent;
- Realistic and positive
- Kept to a minimum but being enforced;

6.5 Achievements at New Mills Primary are rewarded in the following ways:

- Verbal or written praise by teachers, peers, Head Teacher and parents;
- Displays of work;
- Opportunities to perform or share;
- Recognition in 'Celebration Assembly';
- The awarding of signatures linked to awards
- Star of the week or Class award
- For 100% attendance.

7.2 Target groups; progress

Specific groups of children are targeted where progress is recognised as a concern. This may be for large groups of children (Pupil Premium or disadvantaged pupils) or much smaller groups (speech and language concerns). Such groups will receive the following:

- additional teaching support from teachers and teaching assistants,
- access to specific teaching programmes in school and/or Nurture,
- additional monitoring small steps progress,
- additional funding though the Pupil Premium budget,
- access to support from outside agencies such as the 'Achievement for All' initiative.
- specific extra curricular activities/ trips and visits/ Forest schools

7.3 Disadvantaged children; progress

Vulnerable children are identified and all T and TAs in school know who they are; a risk assessment for these children and an action plan is written to address progress issues. Many of the vulnerable children require this additional support as reading at home is very limited.

8. Assessment For Learning

8.1 Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of 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.

Assessment for learning.....

- Is part of effective planning;
- Focuses on how children learn;
- Affects learner motivation;
- Promotes commitment to learning objectives and assessment criteria;
- Is central to classroom practice;
- Help children know how to improve and become independent learners;
- Is a key professional skill;
- Encourages self assessment;
- Has an emotional impact by promoting self esteem;
- Recognises progress from child's previous best.

8.2 At New Mills Primary School we employ these strategies to link assessment to better teaching and learning:

- Use of assessment for learning strategies enables clear differentiation;
- Provide regular opportunities for pupils to assess their own learning;
- Ensure that all pupils know what they are learning and why;
- Relate learning opportunities to pupils' targets and ensure that they understand what they mean and know what they have to do to achieve them;
- Use effective questioning to gauge pupils' understanding by including dialogue and oral feedback throughout the lesson;
- Ensure that teachers respond to pupils' lack of understanding during lessons;
- Ensure that marking identifies strengths and diagnose next steps to improvement;
- Generate marking that begins a dialogue with the pupils about their work
- Communicate effectively with Teaching Assistants, including specific information on teacher's planning;
- Evaluation of lessons and planning informs future planning;
- Use of data from formal assessment informs planning and target setting;
- Assessment tasks are given in reading, writing, numeracy and science to provide regular information and to inform future planning.

- Writing portfolios are used every term from Year R to clearly show a child's progress in writing

9. The Role of Governors at New Mills Primary School.

9.1 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;
- Work with staff to ensure School Development Actions are effective
- 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;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school's self review process. These include meetings with and reports from subject leaders, Headteacher's reports and the work of the curriculum and school improvement committees.

10. The Role of Parents at New Mills Primary School.

10.1 We believe that parents have a fundamental role to play in helping their children to learn. We inform parents about what and how their children are learning at Parents' Consultation Meetings which are held twice a year.

10.2 The school sends information to parents at the start of every term outlining the programmes each child will be following in literacy, maths and topic work (in Foundation Stage information about Early Learning Goals). Information about homework expectations is also sent at this time so that parents know what will be given to children each week. Parents are regularly advised around how to support their child to develop reading skills at home. Information booklets to advise parents the best way to support their child at home are always part of our school improvement planning.

10.3 As children begin New Mills Primary School they follow our induction process which gradually introduces their child to their teachers and to the sort of experiences they will be having in Reception class. Parents are provided with important information and meet with teachers and the Headteacher. They are

given opportunities to share any concerns they may have. They also receive information about helping their child with early literacy and numeracy skills.

10.4 Parents receive a detailed report in July. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents of children in target groups receive additional support with access to school through regular 'structured conversations'. Our aim is to support parents with the development of their home/school communication skills.

10.5 At New Mills Primary School we believe that parents have the responsibility to support their children and the school in implementing the school policies. We would like parents to:

- Ensure that their child has the best attendance record possible;
- Ensure that their children arrive in good time to start the school day
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- Promote a positive attitude towards school and learning in general;
- Establish good reading habits with their children at home
- Fulfil the requirements set out in the home/school agreement.

11. Monitoring and Review

11.1 We are aware of the need to review the teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. The policy will be monitored through reports from the Headteacher, the evaluators and the School Development committee if the Governing Body.

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