

Learning and living as children of God

(Galatians 5:1)(You are God's children whom he loves. Try to be like God)



Teaching and Learning Policy November 2019

Deerhurst and Apperley Teaching and Learning Policy November 2019

School Aims and Implementation

Deerhurst and Apperley Church of England Primary School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality curriculum with clear intent, implementation and impact
- Providing a high quality and purposeful environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

Learning and Teaching Policy Introduction

a) At Deerhurst and Apperley Primary School we work towards the aims of the School through providing high quality learning experiences within all we do.

b) We believe that:

1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
3. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
4. High expectations of learning behaviours are evident through explicit teacher modelling.

Aims

a) General

To ensure all staff, children, parents/carers and Governors are aware of the aims for Learning and Teaching at Deerhurst and Apperley Primary School and that these are consistently applied in order to:

- Promote high quality teaching and learning across the school;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all children are included, motivated and engaged by their learning;
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;

- Promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.

School Staff

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Providing a rich and engaging curriculum which is appropriately differentiated according to the needs of the children;
- Addressing any issues of entitlement to ensure equality of opportunity for all children;
- Rewarding children for all the good things they do both in School and in the wider community;
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage children to become confident, independent learners.

Children

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to get better all the time.

Parents and Carers

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- To be understanding and supportive of our aims in learning and teaching and sign the School's Home-School Agreement;
- To attend and contribute to Teacher Consultation Meetings;
- To support their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables (please refer to Homework Policy);
- To praise their children for the good things that they do in school;
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

Governors

To support the aims of the School through:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;
- meet with the Head Teacher
- the school's systems for planning work, supporting staff and monitoring progress;
- the allocation, use and appropriateness of resources;
- how the standards of achievement are changing over time.

- Visit School and talk to children about their learning experiences;
- Visit school for PPMs and work scrutinies.
- Promote and support the positive involvement of parents within the school;
- Attend training and other related events;
- Review policies with the HT and staff.

Implementation of the Learning and Teaching Policy

A. What is 'good learning'?

At Deerhurst and Apperley Primary School we believe that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively differentiated;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

A1 Deerhurst and Apperley Primary School we believe that children learn best when they are encouraged to form positive relationships with their teacher, peers and other members of the school community;

- Children and adults demonstrate mutual respect;
- Children and adults developing a good rapport with one another;
- Children demonstrating respect and consideration for themselves and others modelling the values and skills of the school at all times;
- Children reflecting on how their behaviour affects themselves and others;
- Children working with adults to establish and meet rules and targets for both learning and behaviour;
- Children supporting, encouraging and praising each other;
- Children being intelligently critical of their own work and that of others;
- Children taking pride in shared and personal successes;
- Children able to work independently and in collaboration with others;
- Children able to reflect and evaluate on their own progress and learning through using and developing effective communication skills from explicit modelling;
- Children being keen, able and confident to tell their parents/carers about their school-day in an honest way.

A2 At Deerhurst and Apperley Primary School we believe that children learn best when they have clear direction and are praised for all the good things that they do;

- Children use the clear steps to success in order to support them to achieve the lesson's learning objective

- Children are able to carry out tasks and activities successfully following clear instructions from their teacher;
- Children know exactly what is expected of their social and learning behaviours through high expectations from their teacher and other adults with particular reference to the School's Aims and Rules, Skills and Values as well as individual class rules.

A3 At Deerhurst and Apperley Primary School we believe that children learn best when they are actively involved in their learning at an appropriate level to match their learning needs;

- Children enjoying their learning and allowing others to do so as well;
- Children eager to ask questions competently using whole sentences, at a variety of levels;
- Children making informed contributions to class discussions and shared learning experiences;
- Children learning from 'hands on' experiences; practical and appropriate activities;
- Children working on task for increasingly extended periods of time;
- Children engaged in a range of independent and collaborative tasks;
- Children keen to talk about what they have been doing and what they have learned;
- Children gain an appreciation of learning that continues to flourish as they become older.

A4 At Deerhurst and Apperley Primary School we believe that children learn best when they are encouraged to become increasingly autonomous learners;

- Children showing initiative and taking responsibility for their own learning including;
 - i. Independently organising their own learning resources and are quickly able to begin their work;
 - ii. Having the opportunity to plan and direct their own learning;
 - iii. Having access to clearly labelled resources and being able to select and use them with increasing independence;
 - iv. Developing their research skills using a variety of resources;
- Children are increasingly able to manage their own emotions and relationships.

A5 At Deerhurst and Apperley Primary School we believe that children learn best when They are appropriately challenged with learning experiences which are relevant to their lives and interests and are motivating and engaging

- Children engaged in activities which match their ability, and which challenge and extend their thinking, develop their knowledge, skills and imagination and increase their use of appropriate vocabulary;
- Children taking pride in their work and wanting to succeed in it;
- Children being involved in investigations and problem solving tasks;
- Children having the opportunity to work both within the School environment and also in alternative environments, when appropriate, during educational visits;
- Children keen to finish and improve their work and persevere with tasks which they think are difficult;
- Children being aware of their learning and social targets and know how to work towards achieving them;
- Children being able to use oral and written feedback effectively (at the age appropriate level) in order to see gaps in their learning and what they need to do in order to make further progress.

A6 At Deerhurst and Apperley Primary School we believe that children learn best when they are working in an environment which is safe, caring, supportive and stimulating

- Children are secure and happy in a safe, purposeful environment;
- Children feel they are able to explore their own ideas and feelings and to respect the views of others;

- Children observing the class and school rules;
- Children responding well to encouragement, praise and rewards;
- Children showing care and respect for each other and their own and others' property;
- Children's work is displayed, celebrated and valued;
- Children being aware of how to keep themselves and others safe around the school and in the wider community;
- Children modelling the Values and Skills of the school independently.

A7 At Deerhurst and Apperley Primary School we believe that children learn best when their learning is well structured and delivered

- Children aware of the learning goal and steps to success for the lesson and the pace at which they are expected to work at in order to achieve this;
- Children making good progress, building upon what they have already learnt, developing new skills, knowledge and understanding and being able to apply them in different contexts;
- Children knowing what to do, both socially and in their learning, and what is expected of them.

A8 At Deerhurst and Apperley Primary School we believe that children learn best when their learning is effectively differentiated

- Children engaged in activities which are differentiated effectively by either prescribed outcome, the support given, resources or task; or a combination of any of these, to match their needs and extend their learning.

A9 At Deerhurst and Apperley Primary School we believe that children learn best when their learning enables appropriate and pertinent aspects of personal, social, moral and emotional development within both overarching and explicit provision:

- Children's personal, social, moral and emotional development is supported through the School's provision of a rich curriculum in order that they achieve well academically and can become active, responsible and caring members of the School and wider community.
- Children to develop an increasing awareness of their own spiritual, moral, social and cultural development through actively participating in a variety of opportunities in school and to apply this in their decision making and actions.
- Children to develop an increasing awareness of the School's Values and Skills in their learning and actively participate in demonstrating these effectively.

B. What is 'good teaching'?

At Deerhurst and Apperley Primary School we believe that good teaching is when teachers (and other School staff when applicable);

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;

- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the School offers.
- Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

B1 At Deerhurst and Apperley we believe that good teaching is when teachers (and other School staff when applicable) form

positive relationships with the children in their class and other members of the school community;

- Adults and children demonstrating mutual respect;
- Adults and children developing a good rapport with one another;
- Adults demonstrating respect and consideration for themselves and others;
- Adults understanding that their behaviour is a model for the children in the school and therefore ensuring that their behaviour is exemplary;
- Adults working with children to establish and meet rules and targets for both learning and behaviour;
- Adults demonstrating support, encouragement and praise to children and other adults and encouraging this to be reciprocal within the School community;
- Adults taking pride in shared and personal successes;
- Adults taking an active part in the life of the school by acting professionally and with sensitivity;
- Adults working and communicating effectively with children, colleagues at all levels and parents/carers in order to maximise children's learning;
- Adults being keen, able and confident to tell their colleagues about their school-day in an honest way.

B2 At Deerhurst and Apperley we believe that good teaching is when teachers plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;

- There are clear and consistent structures and systems for all aspects of curriculum planning;
- Teachers and School leaders, at all levels, have an understanding of and are able to effectively utilise the complete planning process; to develop long, medium and short term plans, to inform both the construction of the curriculum and its delivery;
- All planning is suitably differentiated for all learners with clear learning and steps to success in language the children will understand;
- Planning identifies a range of engaging activities to develop children's skills, knowledge and understanding;
- Planning details resources to be used which support learning, including the strategic deployment of any other adults;

- Planning shows that the teacher has been reflective and assessed the children's work, annotating this to indicate potential next steps in the children's learning which will directly move the learning on;

B3 At Deerhurst and Apperley we believe that good teaching is when teachers (and other adults when applicable) insist on high expectations of learning and social behaviours;

- There are clear and consistent structures and systems for all members of the School community that identify expectations for both learning and social behaviours;
- Teachers and other adults maintain positive relationships with the children without underestimating the need for good behaviour;
- Lessons are well paced, interesting and match the children's learning needs so that all children are encouraged to display good learning behaviours;
- Teachers and other adults consistently but sensitively use the School's Behaviour Policy in order that all children know what is expected of them, can learn and socialise appropriately and understand the difference between right and wrong and that there are consequences to their actions;
- Children are praised and rewarded for the good things that they do and sanctioned if they do not do the right thing.

B4 At Deerhurst and Apperley we believe that good teaching is when teachers (and other adults when applicable) ensure that effective direction and support is given in order that the children make good progress;

- There are clear and consistent structures and systems for all members of the School community that identify expectations for both learning and social behaviours;
- Children are given clear consistent direction about their expected conduct both in lessons and around the School;
- Children's work is regularly, diagnostically assessed; verbally or in written form, clearly stating what the children have done well and what their next steps in their learning are(see marking and feedback policy);
- Teachers and children; and teachers and senior leaders, have regular discussions about the children's work which affect provision and support arising from this within the accountability process;
- Children and teachers use a variety of accurate, timely and regular assessment strategies in order to assess children's work in relation to the lesson's learning;
- Teachers and children to develop accurate and timely use of the assessment performance descriptors for Reading, Writing and Mathematics in line with the 2014 Primary Curriculum;
- Teachers have a secure understanding of what each child is capable of in their class and will only accept appropriate outcomes for each individual, relative to their ability and moderate work within year groups, phases and across the school in order to support accuracy and consistency;
- Teachers have a secure understanding of progression within each core subject (English, Mathematics, Science and IT); including what skills, knowledge and understanding need to be demonstrated for a child to aim to achieve at National Standard and what the next steps for that child are in order that they make progress in their learning, or where to find this information for all curriculum subjects.

B5 At Deerhurst and Apperley we believe that good teaching is when teachers demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;

- Teachers have a good knowledge of each subject that they are teaching and an understanding of progression of learning in that subject;
- Teachers engage children throughout the lesson by providing clear and concise explanations and expectations, a good balance of challenging and appropriate activities, questions and discussion points and opportunities to assess what has been learnt and develop considered accurate responses to the next steps in their study or learning;
- Teachers are instrumental in their own Professional Development; actively taking part in Continuing Professional Development (CPD) sessions both within school and elsewhere;
- Subject Leaders and other designated staff within the school leading CPD sessions for colleagues on areas of specific need in order to support and develop staff knowledge as required;
- Undertaking reciprocal peer observations in order to support colleagues, further enhance their own practice and develop a learning ethos across the school.

B6 At Deerhurst and Apperley we believe that good teaching is when teachers apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;

- Teachers have a clear understanding of the variety of teaching styles, which ones they instinctively use and plan to utilise the other teaching styles accordingly;
- Teachers have a clear understanding of the variety of learning styles of the children in their class and match their teaching styles accordingly;
- Teachers use this knowledge in order to develop children's learning and sustain the concentration and motivation of the children in their class.

B7 At Deerhurst and Apperley we believe that good teaching is when teachers develop and sustain good links with parents/carers in order to support the children's learning;

- All staff use informal and formal opportunities to develop positive relationships with parents/carers that enable clear, honest and relevant information to be shared which is aimed at supporting learning and the development of good learning and social behaviours;
- Teachers use the following opportunities to work towards the aim stated above;
 - i. Formal opportunities such as parents/carers consultations, annual reports and meetings organised at the request of either School or parents/carers;
 - ii. Informal opportunities such as at the beginning and end of each school day, on educational visits and through extended schools opportunities;
 - iii. Inviting parents into School so that they can share their expertise in order to support children with their learning;
 - iv. Liaising regularly with parents and carers in a variety of ways including; Celebration assemblies and Reading Diaries;
 - v. Parents/carers, children sign a Home/School agreement in order to establish the roles, rights and responsibilities of all members of the School community.

B8 At Deerhurst and Apperley we believe that good teaching is when teachers develop and maintain safe, secure and inspiring classroom and learning environments;

- Senior leaders, at all levels, and all staff take time to consider both the classroom and learning environments in terms of their safety and are continually looking for ways to improve them;
- The classroom and learning environments will be managed in a way that supports the development of learning; academic, social and emotional. Features of this will include:
 - i. Furniture being arranged to facilitate different types of learning; through whole class teaching, group work, one to one and also to ensure inclusion;
 - ii. Age and ability appropriate learning resources which are clearly labelled and accessible for all children as appropriate;

- Teachers ensuring that children have the opportunity to work both within the School environment and also in alternative environments, when appropriate, during educational visits.

B9 At Deerhurst and Apperley we believe that good teaching is when teachers demonstrate effective lesson organisation:

- Lessons are well structured to include appropriate time for an introduction, independent or collaborative tasks and for a plenary or series of mini-plenaries with ample opportunity for teacher/child interaction, in order to discuss, enhance, reflect and further develop the children's learning;
- Teachers provide clear direction to ensure children know what they are doing and how to do it including the modelling and demonstration of key elements within lessons, working with a guided focus group when appropriate using the day-to-day assessment of the children's progress.
- Teachers apply the most appropriate classroom organisation, both in terms of the physical environment and also how the children are organised, in order to match and contextualise the children's learning;
- Opportunities are available for children to engage in practical activities, investigations and problem solving;
- Teachers provide opportunities for children to practice and reinforce skills learnt and appropriate extension and challenge activities;
- Teachers use appropriate resources, including the use of IT to support and extend children's learning;
- Resources are clearly labelled, the children can access them and use them with increasing independence;
- Teaching Assistants are well deployed, optimising all learning opportunities and throughout their conduct in school set high expectations of themselves and the children.

B10 At Deerhurst and Apperley we believe that good teaching is when teachers effectively assess and monitor children's progress in order that they can affect children's learning both within individual lessons and over time by:

- i. The analysis of statutory assessment data to evaluate individual, group and cohort standards and achievement;
- ii. The regular assessment and tracking of children's standards and achievement in Reading, Writing and Mathematics
- iii. The regular monitoring of progress in Foundation Stage, establishing provision targets for individual, group and cohorts of children against assessment criteria within the Foundation Stage Profile;
- iv. Class teachers regularly assessing children's understanding and progress both within lessons, at the end of lessons and over time in order to quickly recognise children's barriers to learning and moving swiftly to overcome them and using these assessments to inform the next stage of learning and the planning process;
- v. Teachers providing encouragement, praise and rewards for the effort, outcomes and progress children make;
- vi. Teachers use diagnostic feedback to children; either verbally or in written form, which can be used by the child to improve their learning with the child becoming increasingly active within this process;
- vii. Children becoming increasingly involved in assessing their own and others learning and taking appropriate actions to develop this.
- viii. Teachers liaising with the School's SENCO in the formulation and implementation of any intervention programme including children's My Plans and evaluating the impact of these on the children's learning.

B11 At Deerhurst and Apperley we believe that good teaching is when teachers use resources effectively, including other adults, to support children's learning;

- Teachers ensure that each classroom has a basic set of age and ability appropriate resources;
- Subject or aspect leaders ensure that specialist resources are stored, maintained and audited in designated areas;
- Children are taught how to use resources correctly and safely and also to respect and maintain equipment;
- Care is taken that resources reflect the cultural and linguistic diversity of the school and that all children have equal opportunities to use these resources;
- Resources used are appropriate to the task and age of children in supporting and engaging them with their learning;
- Other adults are deployed effectively to work with individual children or small groups of children both within the classroom and in intervention activities to maximise learning opportunities.

B12 At Deerhurst and Apperley we believe that good teaching is when teachers use technology effectively in order to support children's learning;

- Teachers increasingly use a wide range of technology to support, enhance and engage children in their learning and encourage and support children to use these resources increasingly independently.

B13 At Deerhurst and Apperley Primary School we believe that good teaching is when teachers use questioning effectively to gauge and extend children's skills, knowledge and understanding;

- Teachers ask a range of questions (comprehension, knowledge, application, analysis, synthesis and evaluation) (Blooms taxonomy) to children in order to check understanding and move their learning forward; and increasingly expect the children to ask such questions themselves using the appropriate language.

B14 At Deerhurst and Apperley we believe that good teaching is when teachers are reflective regarding their professional practice and the overall provision the School offers.

- including:
 - a. School self-evaluation practices;
 - b. The Performance Management Cycle;
 - c. Bespoke whole, group or individual staff Continuing Professional Development
 - d. The School's meetings cycle; including Governors, teaching staff, phase group, and teaching assistants.
 - e. Informal support from colleagues at a variety of levels.

C. What is a good lesson?

D. At Deerhurst and Apperley Primary School we believe that a good lesson should comprise of the following elements;

- Planning - Before the lesson
- Introduction to the lesson
- Main teaching
- Group teaching and independent activities
- End of the lesson; plenaries and/or mini plenaries within the lesson
- Use of assessment and evaluation - before, during and after the lesson.

C1 Planning - Before the lesson teachers will:

- Use formal and on-going assessments in order to determine where the children are in their learning and their next steps;

- Establish a clear learning goal'
- Establish an initial 'hook' that will motivate and engage the children;
- Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links.
- Plan an appropriate structure of differentiated activities that will enable the children to engage in their learning and meet the learning; including the use of other adults and the timings of the lesson; ensuring maximum learning opportunities and catering for all learning styles.

E. Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment.

F. Assessment, Record Keeping and Reporting (please refer to the School's Assessment Policy)

1. Children's standards and achievements in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment and marking of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.
 2. Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.
 3. All children in years 1-6 have individual assessment targets both in terms of National Curriculum and within on-going assessment and diagnostic marking practices. Progress against these targets is reviewed regularly by the class teacher, Subject Leaders and other senior Leaders. This information is used by each of these to affect provision and school development.
 4. Assessment information across the curriculum; both standards and achievements, are shared with parents/carers at Teacher Consultation Meetings, within Annual Reports and at the end of the academic year; which includes information about the next steps for learning in the core subjects.
 5. Summative Assessment
Results from these assessments are used for targeting and tracking purposes to ensure progress and achievement in learning.
 6. Formative Assessment
 - a) Assessment opportunities are central to the planning and organisation of each lesson. Key elements of this are:
 - Recap of previous knowledge at the start of lessons;
 - Adult observation of children's responses to questions;
 - Adult observation of children on task;
 - Use of SC against learning;
 - Continuous feedback throughout the lesson;
 - Self and peer assessment;
 - Marking linked to policy
- **Inclusion** Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
 - Successful inclusive provision at **Deerhurst and Apperley Primary School** is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. It is in this way that we will turn the rhetoric into reality.

- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with statements of SEND, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Aim

We aim to provide high quality learning opportunities, which will foster enthusiasm and interest. Lessons will be relevant and appropriate to the children's needs allowing them to access the curriculum in an effective and progressive manner. The policy will also work alongside our School Vision and Values.

This policy, along with the Teaching Standards, will provide a framework for monitoring the quality of teaching and learning; it will help teachers and other adults to evaluate their practice. All adults are expected to establish positive working relationships both with each other and with the children and whole school community. Adults will model learning and expected behaviour for children; the children will be treated with kindness and respect with encouragement and praise for all. Our school will provide a calm, safe learning environment where everyone feels valued. The policy identifies our beliefs about what constitutes quality teaching which will promote learning and raise standards throughout the school. The school's governors will provide a supportive role in monitoring the Teaching and Learning Policy by making regularly visiting to the subject leaders and carrying out pupil conferencing.

Teaching and Learning

The teaching and learning in Deerhurst and Apperley is underpinned by Quality First teaching together with targeted intervention for groups of pupils including pupils identified with SEND in accordance with the SEND Code of Practice.

At Deerhurst and Apperley we believe children learn best when:

- They are positive, are self-motivated, happy and have the confidence to take risks.
- They feel that they are all treated as equals.
- They are spoken to appropriately.
- They acquire mutual respect and value the work of others.
- They have clear expectations of work and behaviour.
- Lessons are stimulating, exciting and engaging – having purpose and pace.
- Work is challenging, but achievable.

- The learning environment is stimulating, calm and secure with interactive accessible resources.
- They are encouraged and praised.
- They are given meaningful feedback on what they are learning and how they can improve - verbally and through the marking (refer to the school's marking policy).
- They engage in self-evaluation, making choices where appropriate and play an increasing role in organising their learning.
- They are given the opportunity to talk about and discuss their learning.
- They are able to behave responsibly and appropriately in all settings.
- They have clear targets, which they understand.
- Teaching is focused on their individual needs.
- Parents are involved and supportive.

To allow this to happen in our school the classroom climate needs to be embedded with the belief that all pupils can learn and improve. Successful learning occurs when children understand the goals they are aiming for and when they are motivated and have the skills to achieve these goals. To ensure that this happens and to raise standards in our school at least GOOD or OUTSTANDING teaching must take place in all our classrooms.

What does GOOD teaching look like?

- The teacher demonstrates secure subject knowledge that is good or better
- The teacher's voice is balanced in pitch and tone and used effectively to impact positively on learning and behaviour
- Lessons are well planned and objective led with a clear learning outcome
- A short SC is also evident to allow the child to understand what it is they need to do to meet the LO
- Lessons are differentiated to match the ability of all the children, including deeper learning
- The learning objective is shared with the children and is referred to throughout the lesson
- Previous learning is reviewed and links to new learning made
- A range of teaching methods to foster different ways of learning are used ensuring a good balance between instruction, demonstration, modelling, discussion and questioning
- A range of learning styles are catered for and consider Building Learning Power
- Key vocabulary is displayed and used accurately
- Blooms Taxonomy questioning is constantly used to encourage the learning to move on
- The lessons are well paced and delivered with enthusiasm
- The method and organisation of the lesson supports the learning intention
- Teachers' planning includes details of intervention work, challenge, SMSC opportunities and BV opportunities.
- Teachers and Teaching Assistants clearly work collaboratively.
- Teachers have high expectations of all pupils achievement
- Teachers have high expectations of behaviour
- Teachers make use of praise and encouragement throughout the lesson

- Teachers evaluate pupil learning throughout the lesson and modify and adapt the lesson when necessary
- Teachers use their daily assessments and observations to adapt and modify future planning and learning
- Teachers use a range of resources effectively
- Teachers allow time for responding to marking – appropriate to age
- Children are given the opportunity to talk and discuss their learning
- Time is managed effectively
- Feedback is provided for children which is constructive and enables them to move forward
- Children can confidently ask any adult in the classroom for advice or help because all the adults are clear about the lesson's objectives and the teacher's expectations
- Teachers/Support staff are aware of SEN pupil's My Plan targets and reinforce these where appropriate.

Elements of moving it to an OUTSTANDING lesson

- Clear Learning Objective
- Reference to targets throughout the lesson when appropriate
- Sense of celebration and achievement
- Children engaged and on task
- Lessons are fun
- 'Give it a go' ethos
- Supportive and encouraging peers
- Evidence of different ways of learning
- Opportunities to practise skills and apply them
- Children take responsibility for their own learning - BLP
- Children are challenged appropriately
- Effective deployment of all adults in the classroom
- Reference to working walls/previous learning
- Teacher feedback throughout the lesson
- Lots of modelling
- Children to have a sense of pride in their learning, the environment and for each other.

To be successful teachers we need to be able to identify and recognise learning that is taking place within the classrooms. Learning can be considered as the process by which skills, attitudes, knowledge and concepts are acquired and understood, applied and used or advanced and extended. It should not be confused with the mere completion of tasks.

What does learning look like in our classrooms?

- Children are motivated to learn and are excited about their learning
- They can talk to you about what they are learning *not* what they are doing
- Children have a clear understanding of the learning objectives and what is expected of them
- Children are on task and able to maintain concentration
- Children listen and are able to follow instructions
- Children are able to work well in a variety of ways – in pairs, groups, individually

- Children are independent learners and draw from a range of strategies when needed e.g. know what to do when they are 'stuck'
- Children use appropriate vocabulary connected with their learning
- Children are resourceful and using BLP
- Children ask relevant and appropriate questions
- Children are able to take risks, they are not afraid of making mistakes and recognise that this is part of their learning process
- Children are able to use success criteria to evaluate their work
- Children show pride in their work and in the presentation of their work
- Children are allowed to be creative.
- Children are able to evaluate their work
- Children are confident at peer assessing
- Children know their targets and what they need to do to improve or move learning on

To enable good teaching to take place the teacher must be organised and well planned.

Effective planning will include:

Long term planning – giving a clear overview of subjects and year groups to ensure coverage of the National Curriculum, a progression in skills, continuity and securing a broad and balanced curriculum. Topic webs should be clear for the term's learning and reflect the Value of the term. This should be information for parents.

Medium term planning – drawn from the long term planning. A termly breakdown of objectives to be taught into key questions in each subject area; identifying skills and the learning outcome. **The activities should focus on learning through key experiences and aim to be exciting and engaging.** They should identify opportunities for children to carry out their investigations, research, engage in discussion and debate, carry out observations and communicate their findings.

Short term / weekly planning – drawn from the medium term plans which contain key questions/learning objective, learning activities and organisation, grouping of children to include clearly identified differentiated activities to meet the needs of the various abilities in the class, assessment/evaluation opportunities. Planning should highlight SMSC (yellow), BVs (red) and challenge opportunities (green from Sept 2017 to match to marking and feedback).

For subject specific guidance for English, maths and science planning, please refer to Appendix A

Early Years Foundation Stage

Within the Early Years Foundation Stage the seven Areas of Learning within the Development Matters and are used to monitor and assess the progress of each child. The three Characteristics of Effective Learning are used to support these areas.

Each area focuses on an individual's ability to be creative, think critically, and actively learn whilst participating in a range of assisted and independent tasks. These activities are designed to enhance each child's personal, social and emotional skills by relating to specific interests.

The progression of the children is depicted through adult-led and pupil-led (child initiated) activities during lesson time. All learning objectives are incorporated in to written subject plans and are distributed to members of EYFS staff so all lesson objective can be obtained. Each child is assessed daily through the use of pictures and observations that are displayed within their Learning Journey, these help make judgements when assessing at the end of each term, along with writing journeys that start in reception and move up through school. The children are also assessed within Letters and Sounds at the end of each phonics phase.

Religious Education

The aims of religious education taught at Deerhurst & Apperley C of E School are to help children:

- Develop an awareness of spiritual and moral issues in life experiences
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- Develop an understanding of what it means to be committed to a religious tradition;
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- Have respect for other peoples' views and to celebrate the diversity in society.
- All classrooms should have an RE display, reflective area, prayer tree, cross and Bible
- The Value of the term should be displayed prominently along with The Lord's Prayer, and the school vision

All planning should:

- Reflect the requirements of the National Curriculum 2014.
- Be objective driven with clear success criteria and learning outcomes.
- Age related expectations / high expectations
- Build on children's previous knowledge.
- Provide a variety of teaching styles.
- Ensure the full participation of all the children.
- Provide appropriate challenges for all children through differentiation.
- Show that assessment and evaluation has been reflected in future planning.
- Show a sequence of learning and progression.
- Include a balance of activities differentiated by task or differentiated by outcome to meet the needs of a range of abilities within the class.
- Promote cross-curricular links so that English, maths and computer skills are embedded into other subject areas – integrated task books will also reflect this

- Identify key questions to be asked in the lesson
- Identify key vocabulary to be used in English, maths, science and computing
- Inform Teaching Assistants and other adults in the class of their roles and expectations
- Should be shared and discussed with Teaching Assistants and other adults in the class at the beginning of the week
- Ensure all ability groups benefit from direct class teacher involvement during the week. i.e. Teaching Assistants are not routinely assigned to work with the lowest ability group and those with one to one will also receive QFT

Learning Environment

The classroom environment has a great impact on the children's learning. To support them effectively in their learning journey we must create stimulating and interactive learning environments which are accessible throughout all sessions. We must ensure that there is continuity and consistency across the school so that we are sharing and setting the same high expectations for our children. The classroom environment should meet the children's basic physical needs; their need to feel safe and secure and their need to feel personally valued and cared for.

In order to support this, all classrooms must have:

- A calm supportive atmosphere
- A welcoming 'feel' and be tidy and well presented
- The room is free from clutter
- Key vocabulary displayed
- Furniture that is arranged appropriately to aid learning
- Displays to emphasise and support learning and be interactive
- Working Walls for English to show progression of learning
- Maths working wall to support learning
- Maths display of correct calculation methods
- Class targets clearly visible in the rear of reading, maths and writing/English books
- Evidence of cross-curricular writing.
- Display of Phonemes / Key words (where appropriate).
- Number lines / Resources to be at hand.
- Learning resources accessible which the children can refer to in order to support independent learning e.g. Help Desk, Toolkits
- Ensures all the children's physical needs are catered for including access to water, adequate lighting and heating
- An interactive teaching environment. Working walls should be interactive where possible, so that children can add to them and take things from them during lesson time to help them with their learning
- Centralised resources for children to use which are of good quality – sharp pencils and rulers
- Provides access to curricular resources which are clearly labelled and organised ensuring easy access for children
- Have attractive displays that reflect current work and a range of curriculum areas with a balance between children's work, photographs, prompts, information displayed.
- They should reflect themes and the year group
- Children can see how they are rewarded for their successes (in-class reward systems, celebrations in class of good work and effort)

- Displays class rules
- Success criteria clearly displayed for children to refer to when checking their work
- Science wall displaying current and useful materials to the unit of work being taught. All science walls to display a Key Question
- A stimulating focal point based on the current topic
- Relevant vocabulary related to current learning
- School motto – CARE- and its meaning
- Good/outstanding learning
- Visual timetable
- Planning/assessment file
- Individual resources. KS2 children should have their own named, individual A4 plastic wallet resource pack, which should include:
 - Pen, pencil, rubber and ruler
 - Line guide
 - Whiteboard and pen
 - EYFS and KS1 resources are arranged in pots

Monitoring of Teaching and Learning

This policy will provide the framework for monitoring the quality of teaching and learning at Deerhurst and Apperley C of E Primary School.

The Headteacher, Phase Leaders and subject leaders will regularly monitor the teaching and learning through:

- Lesson observations
- Scrutinising planning
- Work sampling
- Pupil Conferences
- Focused walks/enquiry walks
- Pupil Progress Meetings
- Assessment records
- Deep Dives

The Headteacher will also involve other professionals invited to the school to assist with the monitoring of teaching and learning.

Teachers should also see themselves as learners and have high expectations of themselves. They should constantly question how they can improve and develop their teaching.

Monitoring will provide all stakeholders with appropriate information about the quality of teaching and learning in the school. Through this process strengths and weaknesses will be identified and addressed as part of the SDP linked to the school's overall drive to raise the achievement and standards of the learners.

The information will also be used to inform the School Self Evaluation (SSE) – to reflect the quality of teaching and learning.

Targets will also inform the school's annual Performance Management meetings, an entitlement for all teaching staff.

Assessment and Reporting to Parents

- Teaching and learning is assessed using the Curriculum 2014, Moderation, Book Looks and testing.
- Parents are advised of children's progress through termly written reports which inform them of current attainment and expected targets for the end of the Milestone they are currently in, which reflects the 2014 curriculum. Autumn report is a settling in report for all children, Spring report is current attainment and progress towards end of year expected outcomes and the final report will report on attainment for that academic year along with targets for the next year group.
- Parents are invited to two parent evenings per year and the option of another meeting if they wish to discuss the report for the final year. This meeting is made by way of an appointment with the teacher and parent at a time mutually convenient
- Teachers will not be expected to meet with parents to discuss children regularly without prior appointments and any extra meetings will be agreed if it is deemed beneficial to the child but must consider the time and health and well-being of the staff
- Staff will not meet with parents before school unless this has been previously agreed and arranged

This policy was created by staff on 11th December 2019 and presented and approved by governors at the meeting of 25th March 2020

Head teacher: Jayne Neveu

Signed:

Date:

Chair of Governors: Aaron Mulligan

Signed:

Date:

APPENDIX A

GUIDE TO SUBJECT SPECIFIC PLANNING – NON-NEGOTIABLES

ENGLISH

English Planning—non-negotiables

- All planning must follow the agreed school format.
- All planning is derived from the National Curriculum 2014

Long Term Planning

- A balance of non-fiction, fiction and poetry in each term.
- Cross curricular links made where appropriate.

Medium Term Planning/Teaching Sequence

- A complete teaching sequence must be written prior to teaching to ensure progression throughout the unit of learning.
- All teaching sequences must build towards a final written outcome with clear, short-burst writing opportunities planned throughout.
- Discrete skills of spelling and sentence construction work to be applied throughout.

Short Term Planning

- Short term planning must be done one phase at a time.
- Opportunities must be planned for to support children meeting their targets.
- Each lesson must have a clear learning objective (LO) and success criteria.
- There must be clear differentiation.
- The plenary should have opportunities to consolidate and extend learning rather than just relying on the sharing of work.

Phonics

- Daily discrete lesson (time tabled slot) Teach by phase, not by age.
- Provide opportunities for the modelling and application of phonics across the curriculum.
- Assess with the appropriate assessment tools.

Guided Reading

- All children are entitled to a weekly Guided Reading session with the teacher.
- GR must be outside of the English lesson.
- GR must be timetabled, planned for and objective driven by need.
- Structured five part session.
- Range of texts—fiction, non-fiction, poetry and ICT.
- Planned from the Primary Framework and assessed using AF criteria.

Target Getting

- Target getting activities to be planned for every week.
- Sessions to be pacy and interactive with all children involved at all times.
- Model the application of the targets in shared and demonstrated writing.
- Include the target as part of the success criteria.

Writing

- All writing for assessment purposes must be completed with a break in the distance of teaching.
- A writing assessment is each term (6) and is used to inform next steps.
- The evidence range must include fiction and non-fiction, as per assessment overview.

MATHS

All planning to follow the school agreed format.

- Mathematics to be taught daily.

- Mental maths and times tables tests to be used as a starter (not as a main lesson).
- Target getting activities to be planned every week (can be as an OMS or plenary).
- Only one unit to be planned at a time.
- Professional judgment to be used as to when to move onto the next unit.
- Plan opportunities for APP.
- The weekly planning must be individual to each class to meet the needs of all the children.
- Each lesson to have a clear learning objective (LO) and success criteria.
- There must be clear differentiation.
- Always plan extended activities.
- The plenary should consolidate and extend learning, rather than just the sharing of work.

SCIENCE

- Programmes of Study to be identified on Topic Webs and Medium Term Planning.
- Planning to be annotated.
- Undertake at least 2 experiments/investigations per unit of study (One must be written up; the other may be other forms of evidence eg visual).
- Graphs/drawings to be completed in pencil.
- All equipment to be prepared and checked before the session.
- Children are not to be responsible for collection/return of equipment.
- Breakages/damage to be reported.

Computing

- Programmes of Study to be identified on Topic Webs and Medium Term Planning to include the computing and digital literacy.
- Planning to be annotated.
- Opportunities for application of computing skills to be planned outside of discrete computing lessons eg integrated task weeks

APPENDIX B

LESSON VISITS – NON NEGOTIABLES

The teacher:

- sets clear learning objectives and success criteria
- learning objective shared with children
- learning objectives referred to during the lesson
- there are high expectations of all children
- uses a range of teaching styles / techniques, good questioning that allows deeper understanding/discussion
- actively involves children during the lesson
- balance between teacher and pupil talk
- uses subject specific vocabulary.
- Manages behaviour well of all children including statemented pupils.

Planning:

- clear objective / learning outcome / success criteria
- age related expectations / high expectations
- clear teaching sequence
- shows how learning will be evaluated
- links to previous / future learning
- identifies role of teacher and teaching assistant
- identifies type of differentiation and justifies this choice.
- evaluation and assessment used to inform future planning

Teaching Assistant: (Refer to job description for details)

- is clear of their duties / children's tasks
- is actively involved in all parts of the lesson
- sits in appropriate place
- refers to objective during the lesson
- deals with/pre-empts low level disruption to allow teacher to carry on teaching
- uses initiative
- encourages children's independence i.e doesn't do it for them.
- doesn't always work with the SEND group
- shares the responsibility of hearing readers with the teacher.

Children:

- motivated to learn
- on task quickly (transition period)
- actively involved in their learning
- can talk about their learning
- can discuss their targets
- can access resources
- can work independently
- work at a good pace
- behave appropriately

Classroom:

- tidy, attractive working environment
- resources available for children
- resources presentable
- targets displayed (books/walls or both)
- learning objectives clear
- subject specific vocabulary displayed
- is appropriately arranged to meet the needs of children with physical difficulties.

Displays:

- evidence of children's work
- balance between children's work, photos, prompts, information
- information etc. displayed is relevant to the children's learning
- reflect theme
- are organised and presentable
- reflect the year group

