

Green Lanes School

It is our vision and aim to create a learning experience in which every child will achieve and realise their full potential. At Green Lanes primary school we create caring, confident and committed learners for life.

Teaching and Learning Policy

Date reviewed	Signed by Green Lanes governing body
Date reviewed	Signed by Headteacher
Date Reviewed	Signed by other consulted stakeholder
Due for review	Autumn 2016

Aims of the policy

- ♦ to ensure effective, consistent and high quality teaching and learning
- ♦ to incorporate the statutory requirements of the New National Curriculum & Religious Education
- ♦ to incorporate other aspects of the curriculum including British Values, health & sex education, personal and social education, spiritual and moral, cultural and equality.

Underlying Principles

The following principles form the basis of this document:

- ♦ The needs and progress of the learner are central in the planning, delivery and assessment of the curriculum.
- ♦ Learning promotes sustained progress and achievement for all pupils, including those who have SEND, disadvantaged pupils and the most able.

Aims for the organisation of teaching and learning

- The teacher makes accurate and productive use of assessment; including feedback and marking
- Teachers demonstrate good subject knowledge and curriculum knowledge
- Teachers set high expectations
- Teachers adapt teaching to respond to the learning and developmental needs of the pupil
- Learners are actively encouraged and directed on how to move their learning on.
- Homelearning supports parents in moving on their child's learning
- provide learning experiences that are stimulating, challenging, purposeful, broad and balanced
- recognise the need to differentiate when planning, to enable pupils to learn independently and seek challenge within their learning.
- ensure that formative and summative assessment procedures are in place to track pupils' learning and address underperformance
- give pupils the motivation and direction on how to improve and time to reflect on their learning.
- provide equal access to the curriculum for all pupils and recognise their varying needs.
- develop a curriculum which has context and meaning for the pupil

Long term and medium term planning

These should be inline with the New Primary National Curriculum and statutory requirements. Planning should outline the core learning objectives for the subjects and curriculum experiences to enrich learning. Planning should always seek to build on previous learning, seek to challenge and ensure **high** expectations. Activities should seek to engage and motivate the learner and include first contextualised learning experiences to enrich the curriculum. Plans should be shared with children and parents informed of the termly curriculum focuses and how they can support their child. Formalised Long and Medium term plans are submitted to the Headteacher and subject leaders at the start of each term. Topics within planning should also take into account current or relevant issues and link curriculum subjects to enhance learning.

Lessons

Learning Objectives

These should be reflective of AfL and shared with the children, so all children are clear on what they are expected to achieve by the end of a particular lesson or unit 'I/we am/are learning to..'. The learning objective should relate to key age appropriate expectation of the New national curriculum and/or differentiated to the learner's needs. These should be shared at the start and end of every lesson and reflected upon to map progress. In core subjects children are encouraged to be proactive in challenging their learning through self assessment after a short period of the teacher directed activity to a child directed activity. At the start of every Maths or literacy lesson reflection time (also known as grow it green time) should be included so that children can consolidate previous learning and marking has maximum impact.

Board, Buddy, Boss

This term should be taught to the children to encourage them in becoming independent learners. If stuck, check the board and steps for success. If still stuck, as a Buddy - another child who will help explain but not give the answer. If still stuck, Boss - check with an adult within the room.

Epow

Every piece of work no matter what the subject. This term should be used and defined with the children on core expectations of every piece of work, for example capital letter, full stop and presentation of work.

Marking (See marking policy for greater detail)

Marking should always inform the child on how to improve their learning and what next. Visual marking codes of 'Tickled pink' to identify when the objective/progress target has been met and 'Grow it green' to identify the next steps in learning. Teacher comments should direct and move the child on in their learning.

Pedagogy

It is recognised that children learn in a variety of ways and teaching should also reflect this, encouraging children to be engaged with their learning and experiencing visual, kinesthetic, auditory learning experiences. The classroom resources and layout should also reflect this. Children should be given opportunities to apply their learning in concrete experiences as much as possible.

It is vital that children have clear models and scaffolds taught, to enable them to adapt and promote independence in their learning. Learning should be differentiated to meet the range of abilities and interests of the children, but should always seek to engage, motivate and challenge the learner.

Assessment for learning

This forms the basis for planning ensuring that children are making good progress and any underperforming individuals or groups are indentified at an early stage.

Monitoring Arrangements

All teachers are monitored under performance management (see policy) and the teachers standards. Further development of practise is achieved through paired coaching and observation sessions which take place each term with colleagues, this is also achieved with teaching assistants to ensure that teaching and learning is consistently reflective and seeking to ensure maximum learning. Support and additional training is given to individuals where applicable.

The formal monitoring systems currently in place are:

- Pupil progress meetings take place as a whole school and as a phase. Teachers work together in identifying, underperforming individual pupils and groups of pupils who are targeted for specific intervention and its impact closely monitored. This includes providing sustained progress and achievement for all pupils, including those who have SEND, disadvantaged pupils and the most able.
- Each term there are opportunities to ensure consistency and moderation of teacher assessment. Through whole school moderation and moderation with other local schools.
- the Senior Leadership Team meets frequently and considers the progress of core targets in the SDP and ensures that underperforming groups or individuals are targeted with measured intervention.
- all subject leaders develop their subject areas completing a review of the progress and attainment of their subject termly. A yearly development plan is also developed and its impact and also development focuses for the following year. Careful monitoring of the subject is done through pupil interviews, work scrutiny and lesson observation.
- the school has teacher mentors who support newly qualified and new members of staff
- the Headteacher and SLT conduct half termly learning walks based on core areas of the quality of teaching and learning. Under observation will be quality of teaching and learning and the behaviour and attitudes to learning of the children, the classroom environment, resources, standards of achievement in books.
- the headteacher and SLT will carry out a systematic sampling of pupil's work to look at progress and continuity, achievement, consistency, marking and standards.
- each member of teaching staff will take part in an appraisal system linked to 'Pay Policy' and based on core teaching skills.

This policy will be reviewed annually through consultation.