

# Teaching and Learning Policy

## SOUTH OTTERINGTON PRIMARY School

*Respect through truthfulness, thankfulness and friendship*

### Contents:

1. Teaching and Learning Statements
2. Developing the Learning Environment
3. Developing the Teaching Environment

### Teaching Statement

As members of staff we aspire to deliver “Outstanding” teaching and learning:

- plan carefully for, and with, the different groups and individuals, using the agreed school proformas
- employ a range of highly effective methods of differentiation for all learners
- deliver exciting purposeful lessons that link to real-life situations, problems and interests wherever possible
- give pupils a wide range of learning opportunities that develop all their skills and knowledge and recognise their strengths
- teach a creative curriculum, utilising links with other subjects where possible
- include higher order questions to challenge pupils and make them think
- check on what pupils already know and then help them to make progress
- deliver engaging lessons at an appropriate pace which clearly enhances pupil enjoyment and contributes to excellent progress
- share the next steps for learning with pupils
- share clear learning objectives and success criteria with pupils so that they know what they are going to learn and how to be successful learners
- expect pupils to work hard and do their best at all times; excellent standards of effort, accuracy and presentation are expected and maintained throughout the lesson
- keep expectations of what the pupils can achieve very high, so that all pupils’ skills, knowledge and understanding are extended greatly
- continually assess pupils learning and help them to move on to achieve their targets
- use a range of different teaching styles in lessons to ensure all pupils access all learning opportunities e.g. visual, auditory and kinaesthetic
- work closely with other adults to help pupils in their learning

## **Learning Statement**

As learners we expect the pupils to:

- always try their best, showing high levels of engagement, commitment and cooperation during lessons
- respond readily to the challenge of the tasks set; show a willingness to concentrate on them, and make good progress
- participate in all activities
- follow the Golden Rules and school behaviour policy
- complete homework on time and to the expected standard
- listen to/read and respond to their teacher's marking comments
- use next steps, personal targets and the learning environment to make good progress
- be ready to ask and answer question to develop their understanding of the learning objective/s
- feel comfortable and confident in asking for help
- be helpful to adults and other children and be willing to support their peers if asked to do so

## **Developing the Learning Environment**

Improving the range, quality and number of learning opportunities:

- ❖ Through a broad and balanced creative curriculum
  - Providing interesting topics and projects
  - Relating learning to real life and wherever possible presenting work to a real audience
  - Improving subject knowledge and understanding
  
- ❖ By involving parents
  - Sharing the creative curriculum
  - Sharing topics/interests and work covered in class
  - Curriculum workshops/meetings
  - Encourage parents to work with children in school; at the forest; in the nature garden and on educational trips where appropriate.
  
- ❖ By our displays
  - Learning walls for English (including either phonics or grammar); Maths (Journey into Space) Science (showing the current topic) and RE (showing current Christian Value) in all classrooms  
Presentation of these displays shows continuity across the school.
  - Stimulating/celebratory displays across the school
  - School Council display board

- Eco/Green Flag display board
  - Endangered animals display
  - News bulletin board
- ❖ Through learning first hand
- All year groups to have visits and visitors linked to their work
  - An emphasis on doing and finding out
  - EYFS is based on child initiated learning. This continues throughout the school where possible
  - Artefacts available to support work
- ❖ Through planning and assessing for learning opportunities
- Continuous assessment takes place in lessons to inform planning
  - Setting of group, class and individual targets
  - Marking for learning – comments (either written or verbal) indicating what children need to do next
  - EYFS – observational assessment identifies the next steps in learning to create individual learning programs
  - Identifying learning opportunities and success criteria
  - Learning objectives shared and reviewed with the children
- ❖ Through creativity, drama and self expression
- Using different media for representing learning, including visual and expressive arts
- ❖ Through extra curricular activities
- Those that engage children in a range of healthy activities, encouraging a healthy lifestyle
  - Those that enrich the curriculum and reflect children’s own interests

## **Developing the Teaching Environment**

Improving the quality of and opportunities for teaching through:

- ❖ Providing professional development opportunities
- In-house
  - Externally/LA or Alliance provided
- ❖ Ensuring the necessary resources are readily available to support
- Classroom management
  - All subjects/topics
  - Independent learning
  - Preparation and planning
  - Assessments

- ❖ Providing support for teachers to meet their performance management objectives
  - INSET
  - Resources
  - Advice
  - Non-contact time
- ❖ Ensuring PPA time takes place
- ❖ Requesting only necessary planning
- ❖ Ensuring that additional adult support is available when necessary through
  - The effective deployment of teaching assistants
  - The use of volunteers
  - Paired and team teaching
- ❖ Protecting the work life balance for teaching staff
  - Use of IT to reduce workload
  - Monitoring number of observations
  - Careful timing of events across the year
- ❖ Providing an exciting and stimulating curriculum map
  - Develop the curriculum in consultation with staff
  - Have a considered approach to the curriculum which makes teaching interesting and fulfilling