



Teaching for Learning Policy (Article 28)

Garlinge Primary School and Nursery is a Rights Respecting School. As part of our commitment to the UN Convention on the Rights of a Child, please find links to the articles throughout this policy. Details of the articles can be found on the school website.

Introduction

Effective schools are learning organisations where everyone is improving and extending their learning skills. The most important resource a pupil can have is their teacher. Good teaching will stay with the child throughout their life because it has such an impact upon the learning process.

At Garlinge Primary School and Nursery it is our expectation that all our teachers will demonstrate at least “Good” lessons as standard.

Our Teaching for Learning Policy seeks to influence and improve the craft of teaching by increasing its impact upon every curriculum policy and behavioural procedure already in place. This policy will ensure children receive a consistent and inclusive entitlement and influence how the curriculum is taught as well as inspiring teachers to be the best.

Rationale (Article 3)

Each teacher is committed to secure and sustain effective teaching and learning opportunities for each individual child in their class. The quality of teaching and learning and standards of pupil achievement are regularly monitored.

Our Teaching for Learning Policy is fundamental in providing the benchmark for this. It outlines the good practice expected of all staff. The policy seeks to encourage frequent professional debate and discussion amongst staff and personal reflection by teachers about their own teaching strategies and teaching styles. It also aims to develop the learning styles of adults and pupils in our school.

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 (*Article 2*).
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 (*Article 29*).

Our Aims

We aim to provide a safe, caring, supportive and stimulating environment with high quality teaching to achieve:

- Enjoyment for all
- An inclusive learning environment with equality of opportunity

- Independent young people who are confident, flexible and able to cooperate with others (*Article 2 and 23*)
- A diverse, broad and engaging curriculum (*Article 31*)
- Academic success and progress across all curriculum areas
- A high level of functional English and Maths skills
- A high level of computing and technological competence
- Creative expression, and develop imagination through a wide range of media (*Article 17*)
- Conscientious young citizens who are tolerant and respect the values of others (*Article 14*)
- Effective links between the school, the home and the community
- Celebration, good humour and teamwork (*Article 15*)

We aspire to be the best place for our children to come to learn; where they are supported by adults who are positive and show a love for learning; where children respect each other and take responsibility for their own learning.

All staff believe it is vital that we are all responsible for improving the skills of all children and we are here to support the raising of standards for everyone.

The school works towards these aims by sharing high aspirations and by:

- promoting high quality learning and attainment
- providing a high quality learning environment
- valuing each other and ourselves
- working in partnership with parents and the community
- working in collaboration with other schools/ staff

At Garlinge Primary School and Nursery we believe that children learn best and make accelerated progress 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;
- they possess an aspiration to succeed in their own learning;
- 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; and
- their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision (*Article 14*).

Quality First Teaching (Article 29)

At Garlinge Primary School and Nursery we believe that good teaching is when teachers (and other school staff):

- 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; and
- use questioning effectively to gauge and extend children's skills, knowledge and understanding.

Guiding Principles of Quality First Teaching

- Children working independently are given quality skills based learning challenges that are well resourced.
- Key vocabulary is taught and used.
- Regular response marking (verbal and written) leads to more rapid progress.
- Learning is retained when delivered through meaningful contexts.
- Reducing teacher talk increases pupil involvement.
- All learning groups are fluid to promote inclusion.
- Good subject knowledge and an ability to identify and rectify misconceptions quickly.

What is a good lesson?

We believe that a good lesson should comprise the following elements:

- Planning – teachers have a clear understanding of subject knowledge and setting objectives and it is well planned and differentiated.
- High expectation – there is optimism about, and high expectation of success.
- Introduction to the lesson- an engaging hook and clear purpose.
- The intended learning and success criteria are clearly shared.
- Main teaching- modelled and high-quality examples provided.
- Group teaching and independent activities.
- Interactive – pupil's contributions are encouraged, expected, and extended.

- Characterised by high quality oral work.
- Well-paced and focussed driven by the need to make progress and succeed.
- End of the lesson; plenaries and/or mini plenaries within the lesson.
- Use of assessment and evaluation – before, during and after the lesson.
- Shared purposeful peer review, discussion and feedback.

We recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number
- communication
- computing skills
- problem solving
- working with others
- improving own learning and performance

Thinking skills will also be developed across the curriculum. This will include:

- creative thinking
- enquiry
- information processing
- reasoning
- evaluation

Curriculum Planning

Planning is based on the following requirements:

- The Primary National Curriculum
- The Early Years Foundation Stage Framework
- The 'RE Today' Syllabus for Religious Education
- The needs (skills and knowledge) and interests of the children we are teaching.

1. Long Term Planning

- The Whole School Topic Overview plots the content covered from Foundation Stage to Year 6 for each individual year group and each curriculum area based on the skills and knowledge outlined in the National Curriculum and Early Years Foundation Stage (EYFS).
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

2. Medium Term Planning

- This is based on a topic approach, using a lead text as a stimulus, following the Programmes of Study given in the National Curriculum and EYFS
- In the Foundation Stage, medium term plans are based on EYFS guidance.

3. Short Term Planning

- Detailed weekly plans for English and Maths are provided by each class teacher. These should show progression throughout the week, learning intentions and differentiation.
- Foundation Stage teachers provide a weekly overview and daily plan.
- Planning is monitored and quality assured by subject leaders on a regular basis.

Classroom Environment

We aim to provide as immersive a learning experience as possible to engage pupils further in their learning. Pupils are involved in creating this. Displays will have explicit links to the curriculum.

Where possible, they will include interactive displays, where pupils can pin-up notes and write on whiteboards. They should inspire learning and celebrate the achievement of all pupils. The classroom environments should be both language rich and numerate rich, and organised in a way that promotes and encourages independent and further learning opportunities. Working walls in core subject areas will be updated regularly and provide good quality support prompts/methods and guides that the children can access easily.

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- to support the teaching; either through direct delivery or by enabling access for identified children;
- supporting a small group within the classroom;
- delivering intervention groups under the guidance of the teacher;
- carrying out assessments;
- preparing resources;
- supporting children with EHCPs /High Needs Finding;
- help pupils develop independent learning skills and manage their own learning; and
- deliver high quality one-to-one and small group support using structured interventions

Behaviour Management (please refer to the Behaviour Policy)

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the classroom and in the wider school environment. Outstanding learning behaviours are encouraged, praised and rewarded with merits, prizes, stickers and certificates.

Assessment (please refer to assessment guidance documentation)

Marking and feedback is done throughout the lesson to effectively support the child and ensure accelerated progress is made. Assessments are used to inform future planning through same day interventions and daily planning.

Inclusion (please refer the Inclusion Policy and the SEND Report) (*Article 2 and 23*)

As an inclusive school we ensure that all children are catered for within the whole school community, with access to all areas of the curriculum, including breakfast and after school clubs. It is recognised that many children will experience a time when they may have an additional need during their primary school experience. This may take the form of a learning and/or an emotional need. Teachers, supported by the Inclusion team and parents, work together to meet these diverse needs in order to ensure the active participation and progress of all children in their learning:

- Successful inclusive provision at Garlinge Primary School and Nursery is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.

- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their additional need 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 an EHCP, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching practice, but sometimes require specific input involving specific interventions 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.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See the Home-School Agreement)

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;

Parents are encouraged to support their child's learning by (*Article 18*):

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- informing the school of reasons for their child's absence;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- actively supporting the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep (*Article 24*);
- attending school regularly and punctually;

- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy; and
- taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events; and
- running PTFA events

Homework

Homework is considered to be a valuable element of the learning process. (Please refer to the Homework Policy).

We believe that homework should be set:

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to prepare children for secondary school experiences of homework; and
- to view learning as a lifelong process and not just restricted to school hours.

The school's agreed practice for homework is that:

- homework is set on a regular basis, for all years, in line with the Homework Policy;
- homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher;
- homework may sometimes consist of preparation for work yet to be done;
- children should understand exactly what they are expected to do, how to do it, and how long it should take;
- homework should sometimes involve the participation of the parents; and
- children who have made insufficient effort during class time may occasionally be asked to complete work at home.

Monitoring and Evaluation

- Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the Subject Leaders and the Senior Leadership Team (SLT).
- A review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around Provision Maps and the impact of the interventions that are used.
- Subject Leaders will regularly monitor children's books. The SLT will observe each class teacher in a specified curriculum area on a regular basis.



Garlinge Primary School and Nursery

Teaching for Learning Policy (Article 28)

Policy adopted by Governing Body on _____

To be reviewed on _____

Signed by Headteacher _____

Signed by Chair of Governors _____