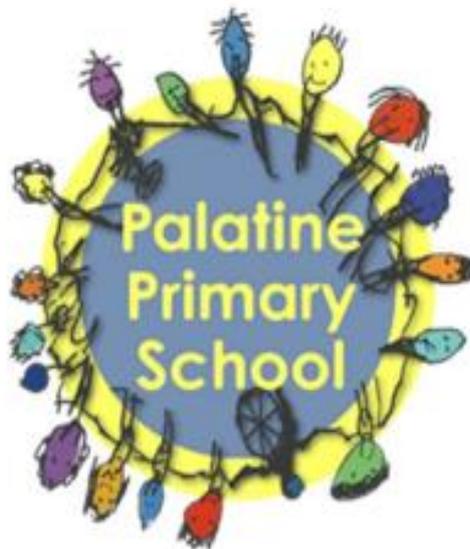


# Teaching and Learning Policy



2015-2016

## Key Principles

Teaching and Learning at Palatine Primary is “learning centred”, meaning that each element of whole school and classroom practise is designed with an understanding of how children and pupils, especially those with special educational needs, learn best at its heart.

### At Palatine we believe that children learn best when:

- Learning activities are **well planned** and **individualised** to pupils' level of need and ability informed by **regular, accurate assessment** enabling pupils to be **challenged, stimulated and motivated** in their learning.
- Teaching and learning is delivered by **staff who are enthusiastic, energetic and knowledgeable** and create a learning culture where **mistakes and success are celebrated** equally as part of pupils learning experiences.
- There is a learning environment where there is a **culture of mutual respect** between **all members of the school community** who **feel valued** as individuals and feel **happy and safe**.
- Pupils **learning is promoted** through **all aspects** of their school day and **all aspects of their development are valued** i.e. social, emotional, cognitive, personal and learning behaviours.
- **Regular communication** between all members of the school community (i.e. parents/ carers/ support staff and multi professionals) lead to **effective, individualised learning plans** and **constructive feedback conversations** for pupils that enable best practise to continually be **evaluated and adapted** as necessary.

Learning activities are **well planned** and **individualised** to pupils' level of need and ability informed by **regular, accurate assessment** enabling pupils to be **challenged, stimulated and motivated** in their learning.

**There will be evidence in the learning environment of:**

- Pupils are engaged and focussed in their activities, work is targeted with objectives shared and adults/ children know their target while they work (this can be linked to a reward system)
- Lower frequency of challenging behaviours
- Targets will be changing more frequently (i.e. smaller achievable steps)
- Feedback from lessons will reflect the targets and inform next steps
- Workbooks and evidence will reflect the feedback and marking policy
- Short term planning will be on display

**Teachers will ensure that:**

- The core expectations for teaching and learning are adhered to
- Planning is completed in a timely fashion and shared with the learning team through the use of the teacher drive on the learning network and in team meetings appropriately
- Medium and Short term planning is clearly written, outlines pupils who are in receipt of pupil premium and those who are red for individual subject areas and is suitably differentiated with both higher and lower attainers clearly provided for.
- Teaching and learning is exciting, is creative, uses a range of stimuli, and encourages pupils to be independent and reflective learners. This will be evident in pupil's attitudes to learning and their levels of engagement.
- Planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development
- Assessment clearly adheres to the schools feedback, marking and reporting policy.

**Implications for Whole School will be:**

- Long term overviews for each hub will be set by the teaching and learning lead (deputy head) and shared with all staff as appropriate. These will ensure adequate coverage and progression and informed by the national curriculum 2014.
- Subject specific policies will be in place within each curriculum hub
- Medium term planning will be directed by craft hub leaders and learning journeys will be set as a team of teachers within these learning hubs.
- Each topic will have a stunning start and fabulous finish, talk for writing opportunities, key texts/ stimuli and interactive learning opportunities.
- The feedback, marking and reporting policy will be updated as necessary to reflect governmental changes and shared with staff as needed.
- There is an efficient system of pupil data tracking in place; data is scrutinised rigorously in pupil progress meetings involving teachers and members of the senior leadership team and where appropriate multi – professionals. This data is utilised in the deployment of resources and future planning and intervention.

Teaching and learning is delivered by staff who are enthusiastic, energetic and knowledgeable and create a learning culture where mistakes and success are celebrated equally as part of pupils learning experiences.

**There will be evidence in the learning environment of:**

- Happy and smiling staff and children
- Celebration board that is up to date
- Constructive feedback both positive and negative to both adults and children
- Feedback evidence
- Self (pupils) evaluation will be evident i.e. thumbs up/ traffic lights
- Appropriately paced lessons and active learning to support learning
- Different learning environments used
- Lesson taught correctly - i.e. subject knowledge is accurate
- Knowledge of different learning needs and syndromes is thorough and evident in approach
- Children are able to demonstrate what they've learnt
- Target board with clear success
- Reward scheme evident
- Willingness to try and fail
- Displays will show high quality outcomes with pupils voice
- Well organised and labelled classrooms to promote independence

**Teachers will ensure that:**

- The core expectations for Teaching and Learning are adhered to
- Well-judged and effective teaching strategies successfully engage pupils in their learning – a hook, learning journey and high quality outcomes will be in evidence in each unit of learning.
- They use their expertise, including their subject knowledge, to develop pupils knowledge, skills and understanding in a structured way across the range of subjects and areas of learning
- They use well framed questions, knowledgeable answers and the use of discussion to promote deep learning.
- They create learning experiences that are exciting, that they feel excited about and are excited to deliver
- Growth mind-set language and values are promoted with learning powers being celebrated equally alongside cognitive success
- They attend staff training and staff meetings as scheduled and keep themselves up to date with governmental advice and current research related to their area of expertise.

**Implications for Whole School will be:**

- Learning and learning outcomes both within school and at home are celebrated regularly in public forums such as achievement assemblies, newsletters, notice boards and the school website

- Whole school themes within summer 2 provide points of shared discussion and motivate learners across the school using children's interests as starting points for these themes.
- Resources are well kept and available and staff and pupils look after and respect resources they use to support teaching and learning.
- Topics and learning journeys are thoughtfully chosen, evaluated and updated to reflect children's interests, engagement and suitability. These evaluations are kept and reviewed by the teaching and learning lead (deputy head).

There is a learning environment where there is a culture of mutual respect between all members of the school community who feel valued as individuals and feel happy and safe.

**There will be evidence in the learning environment of:**

- Values, key principles poster will be displayed
- Tidy class and purposeful appropriate equipment that is being used well
- All staff vigilant for pupils safety and wellbeing
- Hearing praise and supportive talk between pupils and adults, pupils and pupils and between staff to each other
- Coordination and communication between learning in class – Support staff know what they are doing. Weekly evaluations demonstrate that the team are aware of class priorities and learnings.
- Consistent behaviour management implemented by all staff and behaviour management folder accessible
- Relaxed environment to learn in so that children feel safe to ask questions and learn
- Environment reflects children's' interests and needs.
- Up to date celebration board
- On- going dialogue between staff to accommodate changing needs of pupils and class during learning.
- Opportunities for pupils to work alongside each other to promote teaching and learning and the school community.
- The communication policy will be well embedded and utilised by all staff for pupils as required.

**Teachers will ensure that:**

- The core expectations for teaching and learning are adhered to
- The schools values agenda and staff relationship guidelines are promoted and adhered to
- They employ positive strategies for managing children's behaviour that helps pupils understand the school expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy and these are applied fairly and consistently
- Professionalism is modelled by them at all times in their interaction with children and other adults; with conflict dealt with in a calm and fair manner – they will not shout or lose their temper
- Children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- Any criticism will be constructive and children's self-esteem will always be maintained.

- Teachers support their team to feel valued through effective on going team building and communication. They point out the positive in staff and pupils.
- They will communicate positively with all support staff and support them to fulfil their roles as effectively as possible through the use of the schools appraisal and capability procedures.

**Implications for Whole School will be:**

- A clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
- High expectations of behaviour including children's' attendance and punctuality at school are communicated to, and shared by, all children, parents and staff
- Safeguarding procedures are in place and are adhered to
- Appraisal, capability, behaviour at work and staff relationship guideline documents/ policies are used fairly, consistently, confidentially and effectively to promote professionalism and staff competency where needed
- There will opportunities where staff achievement is recognised and valued.

Pupils learning is promoted through all aspects of their school day and all aspects of their development are valued i.e. social, emotional, cognitive, personal and learning behaviours.

**There will be evidence in the learning environment of:**

- Clear targets are known by staff and children and are visible around the class
- High quality questioning and explanation through augmentative communication
- Clear expectations rules and rewards
- Specific feedback and praise
- Celebration boards and display.
- Staff are proactive in questioning and using language to support teaching and learning throughout all routines of the school day.
- There is celebration of all children's achievements i.e. Personal development achievements not just academic or cognitive.

**Teachers will ensure that:**

- The core expectations for teaching and learning are adhered to
- They recognise achievement and success in all areas of pupil's school day i.e. walking nicely in the corridor, remaining seated at the lunch table, and celebrate these with pupils regularly.
- They plan for regular opportunities for independent learning where pupils are able to develop their learning behaviours.
- They plan and allow for learning moments in all aspects of pupils routines and where appropriate create learning plans and targets for non-discrete teaching and learning sessions such as outdoor play, soft play, Ball Park, sensory room etc.

**Implications for Whole School will be:**

- The learning powers progression of skills is shared with and in use by all staff
- Timetabling will allow for pupils to access resources as needed to develop key skills rather than guided by time slots.
- Annual and regular reporting takes account of pupils progress in all areas of their development and reflects the whole child
- Pupil progress meetings for unique learners use a multi - professional approach to bring together a holistic picture of the child for progress purposes.

**Regular communication** between all members of the school community (i.e. parents/ carers/ support staff and multi professionals) lead to **effective, individualised learning plans** and **constructive feedback conversations** for pupils that enable best practise to continually be **evaluated and adapted** as necessary.

**There will be evidence in the learning environment of:**

- Planning and learning clearly visible
- Staff are aware of what they are doing
- Celebration board
- Use of feedback to pupils i.e. praise/ addressing misconceptions
- SALT/ PHYSIO/ THERAPY plans in good use
- Dated work
- Work shows feedback in line with the feedback, marking and reporting policy
- There is evidence of prior learning
- Home/ school books clearly used
- Children have the right/ appropriate equipment for their activities
- There is evidence of home school links (i.e. home school books in use, Wow moments are shared with home and school)

**Teachers will ensure that:**

- The core expectations for teaching and learning are adhered to
- The feedback, marking and reporting policy is adhered to
- Useful feedback about their children's learning is given regularly to parents and professionals as needed both informally, when appropriate, and formally through parent teacher meetings, annual reviews and written reports.
- Parents know how they can support their child at home through the termly communication grids
- They have clear and systematic feedback systems that are used effectively by all members of their class team to support teaching and learning
- Teaching and learning is evaluated regularly with adaptations to best practise evident where this reflection has taken place.
- Targets, Learning outcomes and Learning intentions for pupils are well thought out, well matched to pupil's abilities and needs and communicated in an approach suitable to the learner. When pupils achieve against these targets they are celebrated and targets are updated to reflect success and progression.
- Therapy plans are well communicated to all staff as needed

**Implications for Whole School will be:**

- The appointment of UPS teachers to nurture parental engagement and encourage lifelong learning for parents and the wider community – a leader of learning for parents and the community (JD + KH)

- Ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website and social media.
- Facilitate parental involvement through the provision of dedicated space for formal and informal meetings, the appointment of a parental support worker trained in PPP, and through support for a vibrant parent teacher association (The friends of Palatine School)
- The annual assessment includes ILP, target setting and end of year report deadlines as well as individual published dates for teachers annual reviews from the school secretary when finalised
- Parental support is evident within the school community
- Evidence of work across other schools is evident led by UPS staff to support these partnerships