

# NEWBOLD SCHOOL

## TEACHING AND LEARNING POLICY

*Reviewed December 2021 by Mrs J Crissey*

*Ratified January, 2022, by Newbold School Board of Governors*

This policy outlines how Newbold School is committed to creating a safe, encouraging and challenging learning environment with a Growth Mindset outlook.

We believe that effective teaching and learning enables children to lead rewarding and happy lives.

We maintain that learning should be an enjoyable and rewarding experience for both staff and students.

Through our teaching we aim to equip children with skills, knowledge and social interaction that will enable them to fulfil their potential.

### **Aims and Objectives**

We recognise that children learn in a variety of ways so aim to provide a rich and varied learning experience.

We value effort above an easily gained 'right answer'. The children are encouraged by the Growth Mindset phrase: 'I can't do it **yet**,' and are provided with the tools to help them achieve as they persevere and learn from their mistakes.

Through our teaching we aim to:

- **equip** children to become confident, enquiring and independent learners
- **foster** each child's self esteem, enabling them to celebrate diversity and build positive relationships with others
- **develop** children's self respect and encourage them to show respect for the ideas, attitudes, cultural values and feelings of others
- **enable** children to understand their community and to develop into reliable and positive citizens
- **ensure** that all children learn effectively and we recognise the need to develop strategies that offer opportunities for children to learn in different ways.

These may include:

- investigation and problem solving
- research and finding out
- group work and pair work
- independent work
- whole class teaching
- questioning
- computing
- engagement with an interactive whiteboard
- field work and visits to places of educational interest
- creative activities
- responding to visual/aural stimuli
- role play and oral presentation

- designing and making objects
- participation in physical activities.
- Public performances

## Teaching

Our teachers aim to create a stimulating learning environment and to establish good working relationships with all children within the class, treating them with kindness and respect and encouraging them to follow this example in their own learning journeys.

Our curriculum planning ensures progression throughout the two years that pupils remain in each class at Key Stage 1 and 2. We follow guidelines from the National Curriculum and EYFS curriculum.

We believe that children learn best when teachers are well informed and confident about what they are teaching.

- Our teachers plan to teach enjoyable and relevant lessons.
- Teachers have high expectations yet ensure that children understand how mistakes and misconceptions can provide valuable learning opportunities.
- All teachers celebrate pupils' successes, both academic and social.
- Our teachers try to group children flexibly, according to ability for some lessons, whilst making opportunities for mixed grouping and individual working at other times.
- Teachers help children to identify their own progress and success.
- Our teachers follow the school policy with regard to discipline and classroom management. Teachers and pupils set up a class code of conduct together at the beginning of each academic year. We expect all children to comply with these rules that have been jointly negotiated.
- We praise children for their efforts and help to build positive attitudes to school and learning.
- We ensure that all activities and tasks undertaken are safe. Regular risk assessments are carried out. When children are taken out of school, visits are always risk assessed in advance.
- We deploy teaching assistants and other adult helpers, some of whom are voluntary, as effectively as possible. Sometimes teaching assistants work with small groups or individuals. On occasion they may support whole class groups
- All teachers reflect on their strengths and weaknesses. We hold regular discussion and interchange between staff to develop a supportive and cohesive environment that provides opportunity for teachers and support staff to continually improve their practice.
- At the Early Years Foundation Stage, practitioners have weekly team meetings and daily informal discussions to improve practice, plan ideas or respond to the specific needs of key worker children.
- Key workers constantly reflect on their practice and document significant changes as they are made

## Learning

Our learning activities and work are planned to meet the needs of all children.

- Our teachers plan according to their understanding of the children's prior knowledge

- Assessment for learning strategies (e.g. questioning, observation, analysis of work, peer and self assessment) are used to check progress and to ensure that the level of challenge and understanding is appropriate for all students.
- Feedback may be oral or written and it identifies progress and sets objectives for improvement. Next steps for learning are identified.
- Children who produce poorly presented work are encouraged to improve their presentation.
- Practical work is employed where appropriate to teach concepts.
- At the Early Years Foundation Stage (EYF, E2) children are encouraged, challenged and supported in a safe play environment. They are free to choose their own activities and resources much of the time, while the staff use these choices and activities to promote development and progress in prime and specific areas of learning, through skilful interactions that are age appropriate.

## **Assessment**

We believe that effective assessment provides information to improve teaching and learning.

We give all children regular feedback (written and/or verbal) on their learning so that they understand what aspects they need to improve.

We use the national SATs tests for Year 2 and Year 6. These tests are externally produced and enable us to track each pupil's progress and to compare the school's performance against national benchmarks. We use this information to improve our practice.

Teachers assess children's progress in Years 1 - 6 using the Herts for Learning assessment system to keep track of pupils' progress and set targets for improvement. At the end of year 1 we complete a Phonics check.

In our Early Years Foundation Stage, provision observations are made throughout the day with regard to the 7 areas of learning as children interact with the resources, the staff and each other. Each child has a learning journal containing their achievements within the EYFS curriculum, observations photographs etc. All children have half-termly reviews, where information is shared with parents/carers and the child's next steps are shared.

## **Marking**

This focuses on how well the learning objectives have been achieved and gives guidance for future improvement. (For further information see our Marking and Feedback Policy)

## **Teacher Assessment**

This is used to provide information about each child's level of progress and to inform planning. It also supports information gathered from formal tests. In some subjects it is the main way in which judgements about each child's attainment are formed.

## **Peer/self assessment**

Teachers provide opportunities for children to self and/or peer assess in order to develop ownership of their learning.

## **Annual Reports**

Annual reports to parents provide information on each pupil's progress in all areas of the curriculum for the school year. Class teachers write these reports in the summer term and send them home with the children at the end of the school year.

### **Parent Meetings**

These are conducted in Autumn Term and Spring Term from F2 to Year 6 to keep parents informed about their child's progress and attainment and to explain the school's strategies with regard to teaching and learning.

Interchange between teachers and parents is actively encouraged and parents can request an individual meeting with their child's teacher, or the headteacher, if they have concerns.

An informal group parent meeting is also held at the beginning of the school year to present plans for the coming year and to inform parents about the class routines, expectations and curriculum for that year.

Early Years hold regular parent workshops throughout the year, and invite parents/carers to attend 'Stay-and-Play' sessions each term.

### **Children requiring specialist provision**

The curriculum is designed to provide opportunity and access for all children who are admitted to Newbold School.

If we consider it necessary to adapt the curriculum to meet the needs of individual children we do so in consultation with parents. This may include children who have special needs and children with English as an additional language

### **Special Educational Needs**

If a child admitted to our school has special needs, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice.

If a child shows indication of having special needs the teacher and SENCO will make an assessment of the level of need, using external agencies, if required. Targets for improvement will be set. These will be used by teachers and support staff to inform planning, teaching and any differentiation of the curriculum that the pupil requires.

Some children may be taught basic key skills individually or in small groups for some part of the school day depending on their needs. Success is always celebrated and self-esteem is raised on an individual and group basis.

Newbold School F2 - Year 6 classes are not suitable for children whose needs are such that they need continuous one-to-one help in order to access the curriculum. Our SEND provision only allows for short-term, targeted booster sessions or temporary one-to-one sessions.

However, in F1, children are funded by our Local Authority (LA), and we are fully-inclusive. The EYSENCO will seek support from the LA and support may be offered if they deem it necessary.

## **Gifted or Talented Students**

More able or particularly gifted children are given the opportunity to use higher order thinking skills, usually through alternative or more challenging tasks.

## **English as an Additional Language (EAL)**

A number of our children have particular learning and assessment requirements that are linked to their progress in learning English as an additional language. We recognise that these pupils may have the ability to participate in the full curriculum that is in advance of their ability to communicate in English.

(See EAL policy for more detail)

## **Role of Parents**

We believe that parents have a fundamental role to play in helping children to learn. We make every effort to inform parents about what and how their children are learning by:

- holding parent evenings to explain teaching and learning strategies and to provide information about each child's attainment
- sending annual reports which explain progress and indicate how their child's learning can be further improved
- attending a meeting with their child's class teacher to explain to parents how they can support their children at home and how to give support with homework.

We believe that parents have a responsibility to support their children and the school in implementing school policies.

We would like parents to:

- ensure that their child has the best record of attendance possible
- ensure that their child is equipped for school with the correct uniform and PE kit
- do their best to keep their child healthy and fit to attend school
- inform the school if there are any circumstances outside of school that are likely to affect their child's performance or behaviour at school
- not take holidays during school term time
- promote a positive attitude towards school and learning
- In Early Years, we work in partnership with parents and adopt an open-door policy.
- Encourage their child to complete homework.

## **Role of Headteacher**

The Head's responsibility is:

- to ensure that the school buildings and premises are best used to support successful teaching and learning
- to monitor the quality of teaching and learning with regard to health and safety and safeguarding regulations
- to monitor the effectiveness of teaching and learning in relation to raising pupil achievement
- to ensure that staff development and performance management policies and practice promote good quality teaching
- to share information with the governing body through regular reports.

## **Role of Governing Body**

The governing body have responsibility to:

- receive and review reports from the headteacher
- receive reports from the various sub-committees on relevant issues and to ensure action is taken, where necessary by those responsible.
- promote and ensure at all times equal opportunity in relation to race, gender, class, belief and to support the practice of giving value and respect to all cultures.

## **Monitoring and Evaluation**

- Staff development will be identified in line with this policy, Performance Management and Continued Professional Development.
- The school teaching and learning policy will be reviewed regularly so that we can take account of new initiatives and changes in the curriculum or development of the physical environment of the school.
- Consistency of practice across the school will be monitored and evaluated by:
  - classroom observation
  - sharing pupils' work and discussing quality
  - sampling pupils' work
  - discussion with pupils.

**We believe that we can help all our children to develop the qualities and attributes of effective learners by encouraging them to develop a positive mindset and:**

- **Ask questions**
- **Enjoy learning and finding out new things**
- **Join in and not give up when faced with a challenge**
- **Take an active part in discussions and share ideas**
- **Listen to what others have to say**
- **Attempt tasks independently but know when to ask for help**
- **Explain their thinking and ideas**
- **Try new or different ways to solve a problem**
- **Complete the tasks they are set**
- **Help and encourage each other.**
- **Feel proud of their achievements and embrace mistakes as learning opportunities**