



Cam Hopton Church of England Primary School (Voluntary Aided)

'Life in all its fullness'

Teaching & Learning Policy

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This policy is to be reviewed in line with other related policies and any other documentation from the DfE, Ofsted and Gloucestershire Diocese.

1. Policy Aims

The aim of this policy, through the process of its writing and review is to reflect on how the teachers and support staff at Cam Hopton C. of E. Primary School endeavour to provide the best possible learning environment for our children.

Teaching at Cam Hopton C. of E. Primary School is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

2. Key Principles

At Cam Hopton C. of E. Primary School we believe children learn best when:

- learning activities are well-planned, ensuring progress in the short, medium and long term;
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning;
- assessment informs teaching, so that there is provision for support, repetition and extension of learning for each child, at each level of attainment;
- the learning environment is ordered, the atmosphere is purposeful, and children feel safe;
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

Key Principle 2a: Children learn best when learning activities are well-planned, ensuring progress in the short, medium and long term.

There will be evidence in the learning environment of:

- effective exposition and focussed learning activities with clear objectives, phrased through the use of learning questions, and outcomes;
- a clear understanding by the children of the method and purpose of activities in which they engage;
- progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour).

Teachers will ensure that:

- planning adheres to the progression of skills and distribution of knowledge defined in the whole school subject schemes, year group and subject overviews, and year group curriculum jigsaws;
- planning is holistic, recognizing connections between areas of learning and taking into account the role teaching has in promoting the school's Christian Values, British Values, and the children's spiritual, moral, social and cultural development.

Implications for the whole school will be:

- there are topic schemes of work in place with an identified subject driver (in accordance with Cornerstone Curriculum Maestro) that ensures continuity and progression;
- there are year group and subject overviews, and curriculum jigsaws in place that ensure a breadth and balance;
- subject specific curriculum policies are in place;
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book-looks.

Key Principle 2b: Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

There will be evidence in the learning environment of:

- creative teaching and creative learning;
- teaching that deepens knowledge and develop skills, making learning accessible and motivating for children;
- learning-activities that enthuse pupils, so that they persevere when faced with difficult problems, and are keen to succeed and to learn more;
- a pace of learning that is optimised for progress and high quality outcomes;
- children's home-learning being valued;
- children learning independently;
- children collaborating on projects;
- children enjoying their learning.

Teachers will ensure that:

- well-judged and effective teaching strategies successfully engage pupils in their learning (e.g. a *hook*, *learning journey* and *high quality outcome*);
- 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;
- well framed questions, knowledgeable answers and the use of discussion, promotes deep learning;
- they ensure an appropriate ratio of exposition to learning-activity in their teaching;
- appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study.

Implications for the whole school will be:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Celebration Worship, newsletters, display boards and the school website;
- a whole school approach to delivering a broad, balanced creative curriculum through year group themes and topics.

Key Principle 2c: Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

There will be evidence in the learning environment of:

- children using frequent feedback from teachers, both oral and written, to improve their learning (*eg. redrafting writing in collaboration with the teacher*);
- children who are motivated to learn through learning-activities that build on their prior attainment;
- challenge that is pitched at a level that is achievable when the children work hard and try their very best;
- children with specific learning needs, and those in receipt of the Pupil Premium Grant, receiving support at the time and level it is required to optimise their learning;
- pupils supporting one another through the use of learning partners where appropriate;
- independent learning, where children use learning walls, the classroom environment, and assessment information to direct their own learning activity.

Teachers will ensure that:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback;
- feedback and marking is in line with the school policy and provides pupils with very clear guidance on how learning-outcomes can be improved;
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all;
- they keep agreed assessment records using Cornerstones Maestro and iTrack.

Implications for the whole school will be:

- there is an Assessment policy in place that ensures consistency of practice;
- 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; this data is utilised in the deployment of resources, including teaching assistants.

Key Principle 2d: Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

There will be evidence in the learning environment of:

- an atmosphere of mutual respect between adults and children;
- children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, disability, gender, race, religion and belief, or sexual orientation;
- children's high self-esteem, with all children feeling valued and secure;
- children taking risks in their learning, and learning from their mistakes;
- children's learning outcomes displayed around the classroom and the school for others to appreciate and admire;
- organisation of classroom routines and resources to optimise learning.

Teachers will ensure that:

- they teach children how to behave well;
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations; 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;
- good behaviour is modelled by staff 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 Collective Worship;
- any criticism will be constructive and children's self-esteem will always be maintained.

Implications for the 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;
- safe guarding procedures (see Safeguarding and Child Protection policy) are in place and are adhered to.

Key Principle 2e: Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognized, valued and developed.

There will be evidence in the learning environment of:

- children's home-learning being valued (see Homework Policy), including tasks and activities set by the teacher, and any learning occurring independently of school.

Teachers will ensure that:

- useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent, teacher meetings and an annual written report;
- parents know how they can support their child's learning at home or in school;
- they are approachable and available to parents (by appointment if necessary);
- information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via text, letter or email;
- parents are welcomed to help on school trips, and with extra-curricular activities *e.g. cookery club, football club*;
- they set appropriate home-learning activities to develop children's understanding of topics covered in class.

Implications for the whole school will be:

- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website;
- facilitate parental involvement through the provision of dedicated space for formal and informal meetings, and through support for a vibrant parent, teacher association.

3. The role of governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by helping to allocate resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school;
- ensure that staff development and performance management policies promote good quality teaching and learning;

- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the half-termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by staff.

4. Development of the Policy

This policy is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010.

5. Monitoring and Reviewing the Policy

Our Teaching & Learning Policy, or as and when key government changes arise.

Our annual review will involve staff, pupils, governors and parents and carers.

8. Disseminating the Policy

This Teaching & Learning Policy, along with the details of actions, will be published:

- on our website (with paper copies available on request in the school office);
- as part of induction for new staff.

Any appeals against this policy can be made through the governor's complaints procedure.

Cam Hopton CE Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

This school aims to serve the community by providing high quality education and promoting Christian Values.

Policy created by: Melanie Skidmore (Deputy Headteacher)

Date: 20th March 2023