



# Thornaby Church of England Primary School

## Teaching and Learning

### **A. Rationale**

Teaching and Learning is at the heart of school life. It is the means by which we offer, and put into practice, a curriculum which is broad and balanced, meeting the requirements of the National Curriculum, Religious Education and Collective Worship.

At Thornaby Church of England School, we believe that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### **B. Purpose and Aims**

Our aims for teaching and learning are that all children will:

- a) be tolerant, sensitive and understanding showing respect for the rights, views and property of others.
- b) develop a responsible and independent attitude towards their work and towards their roles in society.
- c) achieve their full potential in terms of academic progress, aesthetic appreciation and spiritual awareness.

### **C. Broad Guidelines**

Teaching and learning is a process of co-operative teamwork and the involvement of parents and others in the community is welcomed and encouraged.

All members of the school community work towards the schools aims by:

- a) regarding children as individuals and respecting their rights, values and beliefs.
- b) fostering and promoting good relationships and a sense of belonging to the school community.
- c) providing a well ordered environment in which all are fully aware of behavioural expectations.
- d) offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- e) encouraging, praising and positively reinforcing good relationships, behaviour and attitudes.
- f) working as a team, supporting and encouraging each other.

#### **D. Role of Teachers**

When teaching, we focus on motivating children and building on their skills, knowledge and understanding of the curriculum.

All teachers try hard to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school Inclusion (Behaviour and bullying) Policy.

To be effective, teachers are expected to:

Provide a challenging and stimulating curriculum designed to enable all children to reach the highest standards of personal achievement.

Recognise and be constantly aware of the needs of each individual child according to ability and aptitude, by providing thoroughly planned and differentiated lessons.

Ensure that all teaching is progressive and has continuity, so that lessons build upon children's previous learning and interests.

Share lesson objectives with the children, provide clear expectations of what pupils are expected to achieve by the end of the lesson, and allow opportunities for pupils to reflect on and review their learning to see if these objectives and expectations have been met.

Maintain an up to date knowledge of National Curriculum programmes of study, and deliver these through innovative teaching in lessons which provide active, practical and first hand experiences involving individual and collaborative talk, exploration, questioning, prediction and investigation so that each lesson makes a difference.

Work collaboratively with a shared philosophy and commonality of practice.

Teaching assistants are encouraged to work on raising pupils' understanding of what is required of them and to do this they may work with small groups or sometimes with individual children. Teaching assistants are also fully involved with the delivery of intervention programmes within the school.

We offer opportunities for children to learn in different ways. In order for learning to be effective, these opportunities include:

- investigation and problem solving
- research and finding out
- whole class
- work group work
- paired work
- independent
- work questioning
- use of the computer
- fieldwork and educational visits
- creative activities
- responding to recorded television/video clips and music
- debates, role-plays and presentations
- designing and making things
- participation in physical activity

## **E. Display**

The school believes that the purpose of display is to support pupil's learning. This may be achieved in a variety of ways:

Displays may **engage pupils in learning** by being colourful, interactive, challenging, setting questions, providing exciting ideas, being fresh and relevant to the current topic and by setting success criteria.

Displays may **enable learning to take place** by providing word lists, timelines, number lines/squares, tables squares, maths vocabulary etc.

Displays may **keep what is learnt in mind**, through key ideas, word lists etc.

Displays may **celebrate success** through displaying good work, exemplar materials, photos, team points/achievements boards.

Displays may **raise expectations** by setting targets, WILF, agreed class rules, objectives/success criteria, class/group targets, noise level 'meter'.

Displays may **clarify routines** by providing timetables, homework reminders etc.

## **F. Target Setting**

Throughout KS1 and KS2 Assertive Mentoring is used in Maths and Writing to track progress and set individual targets. Teachers have a 10min interview with each pupil every half term to discuss progress and set new targets. These targets are then on display attached on a fold out sheet in the back of pupils' books for them to see whenever they are working. ALF (Always Looking For) targets are displayed on walls in the classroom.

Half termly assessments are carried out in reading, writing, and maths; termly for Science. Data is entered onto detailed year group tracking sheets and pupil progress is analysed. Any individuals not making progress are discussed and appropriate intervention strategies are put into place. Targets for pupils are usually set for them to aspire to achieve at least four sublevels progress per year.

## **G. Planning**

Planning is a process in which all teachers are involved. The foundation for curricular planning is the School Improvement Plan developed through a process of collaboration between staff and approved by Governors.

Policy Documents and Schemes of work are being developed by curriculum co-ordinators in collaboration with the whole staff.

Long-term planning follows a 2-year rolling programme to allow for classes containing mixed year groups.

Medium-term topic plans (based on Cornerstones) clearly identifying learning intentions based on the National Curriculum are written by teachers in teams and are monitored by the Headteacher.

Literacy and numeracy plans are produced using a set format, and follow the National Curriculum or Assertive Mentoring tracking sheets where gaps are identified in pupils' understanding. Learning objectives, differentiation, role of teacher and teaching assistant, opportunities for SMSC, assessment opportunities, use of ICT and resources required should be shown on these plans.

All planning should be made available on the staff shared area.

Regular staff meetings are used to discuss various aspects of the curriculum and to ensure consistency in approach and standards.

## **H. Assessment for Learning and Record-Keeping**

Assessment for learning exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success. Assessment is ongoing and is recorded on the class Assertive mentoring tracking sheets and on pupils' individual record sheets.

Data entered half termly is based on this continuous assessment as well as summative testing each half term through standardised Assertive mentoring maths tests and levelling of English writing and reading.

Formal summative assessment is carried out at the end of each Key Stage (Y2 and Y6) through Standard Assessment Tasks and teacher assessment. This process is moderated by the local authority. On completion, the results of children's individual achievements against end of Key Stage level descriptions are made available to parents, and an overall statistical profile is made available to Governors, LA and National Government.

## **I. The Role of Curriculum Co-ordinators**

Curriculum co-ordinators fulfil a variety of roles. They take the lead in policy development and the production of schemes of work. They offer support to colleagues through discussion and MOTs; monitor and report on progress in curriculum areas; set Action Plans; take responsibility for the purchase and organisation of specific resources; and are expected to keep up to date through reading and attending relevant courses. Each subject leader has a yearly action plan which includes book and planning scrutinies.

## **J. Role of School Governors**

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

Support the use of appropriate teaching strategies by allocating resources effectively;

Ensure that the school buildings and premises are effective in supporting successful teaching and learning;

Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;

Ensure that staff development and performance management policies promote good quality teaching;

Monitor the effectiveness of teaching and learning policies through the school self-review processes;

Are informed of developments in each subject by termly subject reports at full Governing Body meetings and inputs to the Resources Committee by subject leaders.

## **K. Role of Parents**

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning. Parents' consultation meetings with teachers are held to discuss progress and strategies for further improvement.

Information about homework expectations is sent at the start of each school year so that parents know what will be given to children each week.

As children begin at Thornaby Church of England they follow our induction process which gradually introduces the child to the new experiences they will be having in Reception class and to their new teacher. Transition within EYFS is for the majority of children is relatively easy as they begin in Nursery within the EYFS unit, with time spent accessing 'freeflow' into the reception side of the unit. Parents are encouraged to share any concerns they may have. Transition from EYFS to KS1 ensures that children are introduced to their new teacher and classroom gradually to limit anxiety.

Parents are informed of their child's progress through twice-yearly consultation evenings. Parents receive a half yearly progress report in February and a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents may discuss any concerns they have with teachers.

Parents are responsible for ensuring that children attend school regularly and punctually. They are asked to inform the school of any absence by 9.30am on the first day so that we know that they are safe at home. Any absence is followed up by our PSA. Children with poor attendance will be referred onto the Attendance Service.

Parents are aware that they may meet with the class teacher or the Headteacher at any time by prior appointment to discuss any particular concerns.

## **L. Resources**

The resources in each classroom are the responsibility of the Class Teacher. All resources should be appropriate accessible and clearly labelled. Children are made aware of where resources are kept and the rules for their access and use. Children are encouraged to act independently on choosing, collecting and returning resources where appropriate. Teachers and children work together to establish an attractive, welcoming and well-organised environment engendering respect, care and value for all resources.

Central resources are generally the responsibility of the curriculum co-ordinators, each of whom has a budget for the year. Stationery is ordered by the Deputy Headteacher and stored centrally.

## **M. Staff Training**

All staff have the opportunity to attend LA-run courses and Professional Development organised by other agencies. Curriculum co-ordinators are encouraged to attend co-ordinators meetings throughout the year. Relevant information is passed on to other staff through Professional Development Days and Staff Meetings.

## **N. Success Criteria**

- a) To have created a stimulating and effective learning environment.
- b) To develop fully within each child their academic and spiritual potential.
- c) To deliver effectively a broad and balanced curriculum which extends beyond the requirements of the National Curriculum and Religious Education.

We can measure our success against the following:

- LA/Diocesan Inspection Reports
- Results of Statutory Assessment and Tasks
- Raise on Line/OFSTED
- Reading Levels
- Parental Involvement and approval
- Admission numbers
- Secondary Transfers

### **O. Review of Policy**

This policy is to be reviewed October 2012.  
Reviewed October 2012 Reviewed October  
2014 Reviewed October 2016

Revised October 2018- To be reviewed October 2020

October 2010 - to be reviewed October 2012.  
Reviewed October 2012- to be reviewed October 2014.