

# Teaching and Learning Policy

## Document Summary

<b>Staff Lead:</b>	Hannah Hornig
<b>Link Governor:</b>	Mark Toogood
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<b>Frequency of Review:</b>	Annually
<b>Governing Committee:</b>	School Improvement
<b>Model Policy?</b>	No
<b>Statutory Policy?</b>	No
<b>On School Website?</b>	Yes

### FYI: Version control should be used for all formal documents and managed as:-

- ▶ 0.1 (1st draft version)
- ▶ 0.2 (2nd draft and so on..... 0.3. 0.4 etc)
- ▶ 1.0 (Once document has been approved)
- ▶ 1.2 (during review/approval of a lifecycle document i.e. policies)
- ▶ 2.0 (2nd approved document) and so on.

## Amendment History

Version	Amendment Date	Author	Amendment Summary
V2.0	02/02/17	Dan Coney	Updated formatting and approval status
V2.1	02.10.18	Pete Barnard	Reviewed & updated following SSL input
V3.0	05/01/19	Ruth Owen	Final formatting following review
V3.1	15/11/22	Ruth Owen	Updated front sheet with staff lead, link governor & model policy fields.
V3.2	6/12/22	Hannah Hornig	Reviewed with SLT
V4.0	01/02/23	Ruth Owen	Updated following governor approval

## Frampton Cotterell Church of England Primary School

At Frampton Cotterell CE Primary School our Teaching and Learning policy is informed and underpinned by our Theologically rooted Christian Vision: to be a fully inclusive vibrant school of excellence. We think about each other and help each other to show love and do good deeds." (Hebrews 10:24)

Values: Love, Forgiveness, Thankfulness, Hope, Justice, Service

Our school is a fully inclusive, vibrant school of excellence. All that we do is rooted in thinking about each other, helping each other to flourish to become the best people we can be both academically and spiritually. Our school community works in partnership with parents, the church and the wider community to nurture and encourage one another and be guided by our biblically rooted school values: love, thankfulness, forgiveness, hope, justice and service.

We provide quality learning experiences for all pupils leading to high levels of achievement. Through our teaching, we prepare children with the skills, knowledge and understanding necessary to enable them to make informed choices for their future. This teaching and learning policy has been approved by the staff and Governors of Frampton Cotterell CE Primary School and will be reviewed annually. This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

### Teaching and Learning

We believe that children learn best when they:

- are happy;
- are interested and motivated;
- are nurtured;
- are reflective and proactive;
- have opportunities to discuss how they become 'successful learners';
- achieve success and gain approval;
- are given tasks which match their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated.

For a lesson to be successful, all pupils must be learning.

Learning should be visible and quantifiable. This can take the form of:-

- Mental or physical productivity
- Basic skills practice
- Gain in knowledge, skills or understanding
- A positive attitude showing enthusiastic engagement in learning
- Improvement in summative assessments (e.g. moderated data)

### Learning behaviours

Pupils are explicitly taught behaviours and attitudes that will help them to become 'successful learners'. These are:-

- Trying new things
- Perseverance
- Resilience
- Concentration

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- Asking good questions
- Being creative
- Being a good team player
- Making good choices

Every pupil has a new “learning wheel” comprised of these attributes every year, teachers will “sign-off” each section as the child demonstrates them. Pupils who can demonstrate all these qualities achieve an award in celebration worship each year. They understand that they have to play an active part in learning. Following this, they then get the opportunity to create a second learning wheel in collaboration with their class teacher. This will be personalised to their own learning style and needs and will work in the same format as their first learning wheel

The School Learning Environment is rooted in our Christian Values of Hope, Love, Thankfulness, Justice, Service and Forgiveness

This is organised to ensure that children have the opportunity to:

- work individually, in groups and as a class;
  - make good choices;
  - work co-operatively;
  - solve problems;
  - be creative;
  - discuss their ideas;
  - use their working walls;
  - develop social skills;
  - develop independence;
  - use initiative;
  - receive support;
  - achieve academically.
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- At FCCE we believe learning takes place in an environment that is challenging and stimulating;
  - is peaceful and calm;
  - is happy and caring;
  - is organised;
  - is well resourced;
  - makes learning accessible;
  - is encouraging and appreciative;
  - provides equal opportunities;
  - provides a positive working atmosphere for all pupils.
  - offers space and opportunity for reflection

Children should be encouraged to develop organisational skills and independence through:

- appropriate tasks;
- confidence building;
- example;
- co-operation;
- provision of suitable opportunities;
- responsibilities.

### Teaching

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We aspire to provide exceptional teaching and learning opportunities for all our pupils. For teaching staff to be effective in enabling all pupils to achieve, teaching staff will:-

- have an in depth knowledge of every pupil in their care;
- assess with accuracy;
- give high quality feedback to pupils through marking and discussion, so pupils know how to improve;
- use assessment to inform planning so every child has appropriately differentiated and challenging activities;
- have excellent subject knowledge with clear understanding of progression of learning in each subject;
- communicate high expectations to pupils clearly;
- provide appropriate scaffolding to enable pupils to become independent learners;
- use range of effective teaching strategies;
- have a commitment to narrowing the gap for any pupils falling behind expectations and use appropriate strategies to help them to progress at an accelerated pace;
- ensure 'equity' and not 'equality' is established for all pupils;
- use behaviour management strategies that ensure all pupils are able to focus on learning;
- respond to current needs of pupils or groups of pupils as identified through data analysis through a flexible approach to groupings, planning or resources;
- identify actions from pupil progress meetings to help children make accelerated progress;
- Provide pupils with termly reading, writing and maths targets based on what will be taught over that period of time;
- where possible, receive high quality training to support professional development

### Planning

Teachers consistently plan for the appropriate knowledge, skills and understanding:

- In the right balance
- To meet individual needs
- So that all pupils either meet age-related expectations or make accelerated progress on a yearly basis
- Giving feedback that impacts on progress
- Taking every opportunity to use and promote basic skills
- Identifying clear learning objectives in each lesson
- Ensuring time is managed effectively to allow pupils to be productive (rough guide is no more than 20% of any lesson should be adult teaching talk)
- Give plenty of time for pupils to practice and develop positive learning behaviours.

### Routines and Rules are rooted in our behaviour policy

We follow the 3 school rules of being Ready, Respectful and Safe in school at all times. Routines contribute to a healthy learning environment. To be effective they should be:

- clearly understood by all the children;
- fair and consistent;
- realistic and positive;

### Achievement

In accordance with our school ethos we set high expectations for pupils and are committed to helping them flourish academically, socially, emotionally, spiritually and creatively. We provide a broad curriculum with a wide range of extra curricular clubs and enrichment activities.

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Achievements are celebrated in many ways as an on going process in all aspects of school life, by:

- verbal or written praise by teachers, peers, Headteacher and parents;
- displays of work;
- opportunities to perform or share;
- building self esteem;
- the awarding of stickers, class points ~~house points~~ and certificates;
- sharing success with the community on our website and via Facebook.

Teachers need to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in this process by the encouragement of self-assessment and target setting.

### Classroom Management

#### Time Management

It is important that activities are well planned so that each child is working at their correct level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. Efficient planning and classroom organisation will significantly reduce time-wasting and ensure the pupils are always engaged in purposeful activities.

#### Behaviour management –

Good behaviour management is essential for pupils to be able to learn. All staff and children are aware of procedures and practices outlined in our behaviour policy to be Ready, Respectful and Safe. There are a set of behaviour steps as outlined in our Behaviour Policy.

#### Monitoring of teaching and learning

*At Frampton Cotterell CE Primary school we continually evaluate our practice to make improvements where necessary to lead to exceptional teaching and learning.*

To ensure high quality teaching and learning is maintained, the following monitoring and evaluation takes place:-

- Summative assessment 4x a year to monitor children's progress in Reading, writing and mathematics.
- This informs pupil organisation, target setting and teaching content and is used to identify pupils who are more able or on the SEN register. Teaching assistant timetables are finalised following data analysis and pupil progress meetings which prioritise interventions.
- Evaluation by classteachers leading to continual improvement.
- Evaluation by subject leaders leading to continual improvement (planning and work scrutiny, lesson observations, learning walks, pupil conferencing, feedback to colleagues on strengths and areas to develop, input into SDP).
- Evaluation by SLT and Headteacher leading to continual improvement (learning walks, lesson observations, pupil conferencing, planning and work scrutiny, feedback to staff on strengths and areas for development, training planned/SDP written in response to identified priorities and setting challenging appraisal targets).

#### Supply Teachers

To ensure continuity, teachers should leave written guidance and resources and activities for all planned absences from the classroom. In the event of an unplanned absence, teachers should e-mail their planning to the phase leader as soon as possible on the morning of the absence to enable supply teachers to have time to prepare. The teacher's planning file will be saved in a known central drive. Medical concerns of pupils, Assess Plan Do Review documents, lesson plans, timetables and curriculum documents will be available in the classroom

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### School Policies

Statutory School policies are available on the website and set out in the staff handbook and school policy file. It is the duty of each teacher to be familiar with school policies and to apply them.

### Voluntary Helpers

Voluntary helpers are a valuable resource and we welcome their involvement in the classroom. All regular helpers have DBS checks and are made aware of safeguarding procedures as per the Safeguarding Policy. It is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved.

### Equal Opportunities

All children have the right to equal opportunities. It is the teacher's responsibility to provide equity for all pupils in order to give every child the opportunity to achieve. All activities, including extra curricular activities at Frampton Cotterell CE Primary School are open to all children, numbers permitting.

### Record Keeping

The school has a policy for planning, assessment, recording and reporting of National Curriculum subjects that must be adhered to. All teachers must keep records as requested by subject leaders.

### Display

Displays in the school should be used to create an attractive and stimulating environment. Displays may be to remind and prompt children's learning or to celebrate pupil work. The pupil's work displayed should be of a high standard. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability.

### The role of governors

The Headteacher is responsible for reporting on the quality of teaching and learning to the Governing Body. Our governors determine, support, monitor and review the school's approach to 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 used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the annual headteacher's report to governors, termly pupil performance data analysis, learning walks, pupil conferencing, lesson observation and a review of the in-service training sessions attended by staff.
- Provide a strategic overview;
- Act as a 'critical friend' whilst supporting the work of the Head teacher and all other staff.

### The role of parents and carers

We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning:

- by holding parents' evenings/workshops to explain our school strategies for literacy, numeracy etc.
- by sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by sending parents and carers regular reports in which we explain the progress made by each child, and indicate how the child can improve further;

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- by explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- Providing 3 opportunities for formal parent/teacher consultations each year and being available for informal meetings throughout the year.
- Ensuring parent 'drop-ins' are available for any term where a parents' evening isn't scheduled.

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We therefore request that parents and carers:

- ensure that their child has the best attendance record 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 school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home–school agreement.

### Monitoring and review of policy

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy annually, or earlier if necessary.