

Rolvenden Primary School



Teaching and Learning Policy

Date of issue	Next review	Version	To be read in conjunction with in house documents	Updated information	Signed: Chair of Governors	Signed: Headteacher
Nov 2016	Nov 2018	2	<ul style="list-style-type: none">• SEND policy• Safeguarding and Child Protection policy• Staff Code of conduct• Home school agreement• Behaviour policy• Assessment, Marking and Feedback policy			

Teaching & Learning Policy

This policy outlines the fundamental aims, which underpin all Learning and Teaching at Rolvenden Primary School.

1. Aims
2. School Expectations
3. Teaching
4. Learning
5. Curriculum
6. Assessment

Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To provide a broad and balanced curriculum which provides opportunity for; all pupils to acquire content through variation and differentiation
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
- To promote positive attitudes, good behaviour and moral understanding. To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others

School Expectations

- Staff have high expectations of themselves and all pupils
- All school staff are expected to work as a team for the benefit of the children and adults in our school
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils
- We expect pupils to make rapid and sustained progress in lessons
- We expect teachers to systematically check understanding, intervening when needed
- We expect pupils to be challenged and where appropriate individual needs to be met

- We expect teachers to provide high quality marking and constructive feedback to pupils that assists in next steps

Teaching

We expect all teaching at Rolvenden Primary to be at least good, with the aspiration to be outstanding. Teachers confidently use assessment information to fill gaps in learning and allow all children to make rapid progress. This will be monitored regularly using a triangulation of evidence by the Senior Leadership Team and Governors.

This will be achieved by the following:

- Staff to have secure subject knowledge and understanding. When support is needed teachers can seek advice from Senior Leaders or Subject Leaders
- Staff to plan appropriately for all groups of children and access high quality resources
- Every lesson has a clear Learning Objective and Steps to Success, which is explained to the class and which remains on display throughout the lesson
- All lessons demonstrate key elements of good AFL practice
- Activities are varied and differentiated to ensure that children explore, develop and practice new skills or concepts
- Staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding
- Staff provide appropriate resources, which support learning outcomes and provide challenge for the more able
- Staff have high expectations of presentation, quality and quantity of work
- TAs to be fully involved and active during lessons
- TAs support and scaffold learning of targeted groups of children throughout the learning process

Expectations of Learning

- Children provide high levels of engagement and commitment within learning time
- Children show respect to adults within lessons to allow activities or tasks to progress smoothly to maximise learning time
- Children respond enthusiastically to the challenge of the tasks set. They show good levels of involvement and engagement in the task in hand, in order to achieve the desired outcomes and make good progress
- Learning is continuous with a sense of commitment, enthusiasm and enjoyment

- Children are suitably confident and attentive to raise questions and show resilience to persevere with their work, to become an independent learner
- Children use their assessment for learning strategies to further their own understanding and work with their peers

Curriculum

We have a broad and balanced curriculum that focuses on depth of learning and mastery of skills. This enables teachers to remain with the subject or topic for longer, ensuring children have mastered the skills before accelerating into new learning.

We promote a creative curriculum approach and provide enriched learning experiences for our children in order to cater to all children's areas of interest and abilities. We uphold a growth mind set philosophy within our curriculum to extend and broaden our children's outcomes. We use a range of resources to support our curriculum and provide enriched learning opportunities for the children in our care:

- The new Primary National Curriculum 2014
- The Early Years Foundation Stage Framework
- The Canterbury Diocesan Units of work (Agreed Syllabus) for Religious Education

Long Term Planning

- Our 'Whole School Curriculum Map' (developed by all TRA Subject Leaders), plots the content covered from Year 1 to Year six. EYFS use the EYFS Framework guidance to plan their own curriculum
- This is broken down carefully and opportunities to promote mastery are made available across the year
- It demonstrates a broad and balanced curriculum and ensures progression across the school. It enables teachers to identify cross curricular links and opportunities for enrichment activities

Medium Term Planning

- Teachers use the long term plan to develop an overview for the term using a thematic approach. Teachers ensure that all the skills detailed in the National Curriculum for their year group are covered across the year
- Teachers ensure that there is a progression of skills over time within their year group and across phase
- Teachers use their medium term plans to inform their short term planning

Short Term Planning

- Teachers will create English, Maths and Topic (foundation subjects) plans on a weekly basis, identifying daily teaching activities including well differentiated learning opportunities for all children in their class
- Teachers will evaluate their lessons and adjust future lessons according to children's outcomes
- Teachers refer to their medium term plans regularly to ensure coverage and progression of skills

Assessment

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the ongoing process of Assessment For Learning (AFL). These assessments are against National Curriculum objectives to ascertain whether children are working at age related expectation.

Each term we have an assessment week which enables teachers to use assessments and a wide range of evidence to develop a comprehensive picture of where the child is currently working in relation to age related expectations.

We track all pupil performance and in particular identify those pupils at risk of underachievement. Additionally we also ensure that those children who have accelerated capacity or are identified as G&T have increased opportunity to succeed.

We use **Target Tracker** to gauge whether children are working above, at or below age related expectations. This is reviewed with the Senior Leadership Team 6 times a year (every term) where attainment and progress of all children is discussed. Progress is calculated using points, with the expectation being that children make 6 points progress over a year. Children have carefully plotted targets matched to learning opportunities and next step stickers that extend and challenge their learning. This is explained in greater detail in the Assessment, Marking and Feedback Policy.