

Western Primary School Teaching and Learning Policy

Persons/body responsible for updating:	SLT
Date approved and by whom:	October 2020 (LGB)
Chair of Governors' signature	
Headteacher's signature	
Due for review:	October 2023
Status:	Non-statutory
Required on website:	Yes

Our school vision

At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.

Aims:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best
- Ensure that all pupils feel challenged and supported in their learning
- Develop confident, ambitious and curious learners, able to make informed choices
- Foster a love of learning and the aspiration to achieve their full potential in a safe and happy environment
- Foster self-esteem and personal responsibility linked to respect for the needs and feelings of others
- Develop social skills through the influence of positive role models
- Ensure equal opportunities in relation to gender, race, class, special needs and belief
- Actively promote an awareness of the value of cultural diversity by teaching about the achievements of groups and individuals from a range of cultures and backgrounds
- Ensure all pupils are aware of and have an understanding of British Values and the values of our school
- Develop a fair and consistent approach by all staff, which promotes positive attitudes and values
- Offer a fun, interesting and enjoyable curriculum, which has a broad basis and is presented using a variety of teaching styles, including play
- Design learning such that retention of knowledge is promoted and enhanced
- Ensure pupils are prepared for the 21st century by incorporating a range of technology, including the use of one-to-one iPads into daily teaching

Great Teaching

What is exceptional teaching? What constitutes an excellent lesson? It is very difficult to quantify, since teaching is an art rather than a science and includes unquantifiable factors such as personality and relationships. What follows is a list of some of the more identifiable factors which are regularly observed in excellent teaching. It is important not to view this as a tick list because great teachers will utilise many of these strategies spontaneously at points in the lesson which almost demand them but not all of them may be seen in every lesson. The list is also in no particular order and includes several elements which you won't find in the Ofsted handbook.

- The teacher makes the learning objective explicit.
- The teacher demonstrates real enthusiasm for the subject matter of the lesson – sometimes this is acted!
- Warmth, smiles and laughter are incorporated naturally into the lesson.
- Prior learning is revisited and consolidated.
- Tasks are well matched to pupils' needs.
- Higher order questioning is incorporated seamlessly to stimulate thinking and curiosity.
- All pupils are challenged.
- Misunderstandings/misconceptions are always addressed and often used as teaching points.
- The teacher uses questioning skilfully to assess, probe and extend understanding.
- The teacher demonstrates exceptional subject knowledge.

- The teacher makes timely interventions when necessary.
- Low stake quizzing is used to assess learning and inform future teaching.
- The lesson is appropriately resourced and support staff are used effectively to enhance outcomes.
- Teacher modelling is used effectively.
- The teacher will often use 'no hands up' questioning to promote listening and as an opportunity to build esteem.
- The teacher communicates high expectations.
- Teachers encourage pupils to use metacognition strategies to monitor their own learning.
- Technology is utilised to maximise engagement and outcomes for all pupils.

Great Learning

Alongside the acquisition and retention of knowledge and skills, we aim to develop 6 key characteristics which are typically found in accomplished learners. We encourage and expect pupils to be:

- Ambitious
- Collaborative
- Curious
- Reflective
- Resilient
- Resourceful

These can be viewed as learning behaviours which children exhibit during lessons and other learning opportunities. There is no expectation that pupils remember this list but they should develop an awareness of the meaning and importance of these traits as they progress through school.

iPads

The use of one-to-one iPads throughout Keystages 1 and 2 has served to greatly increase levels of curiosity and creativity within learning. Children are encouraged to innovate and explore how they can use iPads and other technology to facilitate different ways of learning and share their learning with others. This aspect of teaching and learning is constantly evolving alongside the technology. The use of recorded, verbal feedback has also proved to be a very useful learning tool.

The Learning Environment

Staff put considerable thought and effort into providing learning environments which are warm, welcoming and stimulating but with due regard for the needs of individual pupils, including those with Autistic Spectrum Disorder.

Planning

Long and medium term planning is completed collaboratively in phase teams using a common template. These plans can be found on the school website. Weekly planning is completed by phase teams and is based on medium term plans in conjunction with feedback from previous learning and assessment tasks. Weekly planning is recorded in the simplest possible form, freeing up time for professional dialogue.

Monitoring, evaluation and review of the policy

The operation of this policy will be monitored and its success evaluated by the leadership team and the governing body. On an annual basis, a school consultant provides external monitoring and evaluation.

Inclusion and Special Needs

All children, including those in all vulnerable groups and SEN, have their progress monitored accordingly to ensure access to a broad and balanced curriculum. The Special Needs and Inclusion Policies give details as to how inclusion plans are used to focus on individual needs for these children.

EYFS

The principals of the EYFS underpin teaching and learning in the Foundation Stage of the school. The children experience a range of activities in all areas of provision both indoors and outdoors. There is a balance between adult led and child-initiated activities.