

Teaching and Learning Policy

Wateringbury CE Primary School

Reviewed: February 2018

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Committee responsible: Monitoring, Learning & Curriculum Committee

Signed: _____



Date: _____

2/3/18

(Chair of Governors)

WATERINGBURY CHURCH OF ENGLAND PRIMARY SCHOOL

Teaching and Learning Policy

What we stand for

Wateringbury Church of England Primary School is a village school, committed to providing the highest quality education for all pupils in an atmosphere where our Christian faith is evident in all we teach and do together. Our aim is to create a caring community where our core values of love, forgiveness and wisdom are always present. All members – children, teachers, parents, staff and governors - play a key role in building this community. We encourage with praise and recognise the efforts of others. We teach by example and lead with respect for all. We address disagreements and conflict with wisdom and compassion. On this journey – pupils and adults alike - we are all learning and all developing to our full potential.

Teaching

At Wateringbury, we believe that teaching goes hand in hand with learning and we, as teachers, are also learners. We teach with enthusiasm for every subject with the expectation that the children will develop a love of learning for its own sake. We challenge our children to go beyond what they believe they can achieve, building their capacity for perseverance and resilience. We demand that our pupils take responsibility for their own learning, asking them to work independently, in small groups or together as a whole class. We celebrate the success of all our children in the varied forms that it will undoubtedly take.

The following will be evident in each classroom:

- Adult-pupil engagement
- A range of open questions
- Acknowledgement of progress
- Visible calmness
 - Adult voices
 - Range of tones of voice
- Positive responses
- Behaviour is excellent
- Learning behaviour is evident from the moment the lesson starts
- Reference to learning walls as appropriate
- Children talk openly about their learning
- Children visibly enjoy their learning

The minimum expectation for the quality of teaching in each class is Good.

Should teaching judgments fall below Good, coaching and individual support will be provided to staff .

In every classroom, adults are deployed well and have a positive impact. Children receive effective and immediate feedback during lessons which enables them to improve their understanding and progress. Teachers carve out opportunities for self-evaluation and reflection.

Learning

At Wateringbury, we strive for lifelong learning. Our aim is to develop, in every child, a thirst for knowledge and understanding and the independence to seek them.

To support this we believe that all pupils, regardless of ability, must:

- have self-confidence and a positive self-image
- take responsibility for their own learning
- be actively engaged, independent and reflective
- be self-motivated
- be willing to take risks and be unafraid to make mistakes
- understand what they need to do to move forward in their learning
- ask good questions
- demonstrate curiosity
- listen and communicate well
- interact with others positively and respectfully
- interpret and transfer skills in new contexts
- remember and apply their learning
- persevere and demonstrate resilience

As the children progress through the learning process we aim to ensure that children experience a rich and challenging curriculum that allows them to enquire and apply their skills and knowledge. Through discussion and open questioning, we want to enable children to become better thinkers so that they can solve problems creatively.

Through group work we foster children's ability to lead and we help them develop positive relationships with others. We encourage children to respect the ideas, attitudes and feelings of others. By doing so, we promote positive attitudes towards other people and different cultures and values. We believe it is important for children to feel proud of their community and valued as part of this community. Ultimately, we nurture children to grow into reliable, independent citizens, capable of making a positive contribution to society.

We believe in an inclusive classroom. This means that:

- everyone is involved and all needs are met – provision is inclusive and lessons are differentiated well
- all children learn and make good progress
- all children, including the higher ability, face an appropriate degree of challenge
- children with additional educational needs are supported well
- activities are pitched to match children's skills, knowledge and understanding

Reporting to Parents

Parents attend consultations with class teachers in the Autumn and Spring terms where their child's progress, attainment and well-being in school is discussed. A short summary report, including targets in R,W, M, is given to each parent. A formal written report is sent home at the end of each academic year. In this report, there is the opportunity for a teacher to comment on subjects which are of particular interest to the child (core as well as foundation subjects) and where he or she may show exceptional ability.

The Classroom

The classroom will demonstrate the Christian values that we embody as a school. Classroom charters/ rules are displayed and include children's ideas for what makes a good learning environment.

The worship corner displays prayers (both the children's and Biblical) that are meaningful to them, changed regularly and reflected upon.

Displays are up-to-date, interesting and varied. Children's work is celebrated but the focus of classroom display is to aid learning. Maths and English working walls display current learning.

Reading at Wateringbury

Our goal is to develop a love of reading in each child. Book corners are instrumental in teaching children how to care for and love books. Teachers arrange for book corners to be kept tidy and organised. Children browse regularly and books are updated regularly.

The library is used to encourage wider reading, and as a research facility. Reference books are well-organised, stock is up-to-date and teachers supplement their topic work with non-fiction books.

Vulnerable readers are tracked to assess progress through additional reading support.

EYFS

We aim to make our Early Years environment purposeful and engaging where every child's unique needs are recognised and planned for. Children are supported to become independent and confident learners and great emphasis is placed on their personal, social and emotional well-being. Activities are planned in both the indoor and outdoor environments and children have access to these areas at all times. Children are systematically taught the basic skills required to lay the firm foundations for reading, writing and mathematics and their progress is monitored carefully and regularly. There is a balance between learning through play and teacher directed activities. Information gathered through observations about their interests and learning behaviours are used to inform planning.

The Writing Area in the Foundation Stage should include:

- Range of papers and envelopes
- Post its and cards
- Whiteboards (clean)
- Selection of quality writing materials
- Paper clips and other office stationery
- Writing frames
- Key word cards
- Alphabet lines showing correct letter formation

The Maths Focus Area should include:

- Age and ability appropriate resources
- Well labelled resources
- Age and ability appropriate number lines and number squares

Role Play/Speaking and Listening Area:

- Role play area should relate to the topic in the classroom and should include opportunities for writing and number work
- Listening station with headphones

Children's Work

Children's Books/Folders

- All teachers will be expected to use the agreed books/folders as set out annually
- Books and folders are labelled using white stickers with first and last name, class and subject
- Children will not embellish their books in any way

Inside Books/Folders

Every piece of written work will have:

- Date as age appropriate (long for literacy, short/numerical for maths)
- Learning target written by the child or typed and stuck in the book for younger and less able children
- Pencil for all maths working in KS1 and KS2. Pencil for jottings and drawings
- Pen to be used for writing from Y3
- All maths calculations/working out should be in the books.
- No rubbing out in any book. Children cross out errors neatly with one line through them

Assessment, feedback and marking

All work must be marked in accordance with the school's marking policy:

Maths books are marked daily.

English books are 'deep' marked at least twice per week. All English work is looked at daily.

Foundation subjects are marked weekly.

All homework is marked. Maths errors are expected to be corrected by the pupil.

Pink pen is used to underline where pupils have met the learning target and to draw attention to particularly good work. Adults might record in pink when a child has made a valuable contribution during the lesson either through a comment, observation or question.

Green pen is used to draw pupils' attention to corrections and next steps. Green prompts might fall into the following categories:

- a) Up to 5 spellings identified for pupils to practise and correct.
These will be high frequency/sight words that the child should already know, topic vocabulary which is being learnt, a word which follows the spelling pattern being learnt within the year group.
- b) A scaffolded sentence or calculation in maths to enable the child to independently improve a sentence or paragraph or correct a calculation.
- c) An instruction for the child to follow in order to develop or deepen understanding.
- d) A question for the child to respond to which will clarify or deepen understanding of the topic.

e) A reminder eg about presentation, to refer to learning wall or use given spellings. All comments should be specific to ensure the student knows what he or she has done well, and what he or she needs to do to improve or correct. Pupils will be given time to read pinks and greens and respond.

Pupil targets are held in the front of the English books for those children with specific small-step targets (eg. secretarial, handwriting) and updated regularly as those students progress.

Planning

All planning should always be based on prior learning and once completed, stored on the Teacher Drive. Planning should always be available in class for TA reference and readily available for lesson observations.