

## Downs Way School Teaching and Learning Policy

This Teaching and Learning Policy is a statement of the quality of learning and teaching expected in this school. It is to be used by all members of staff to help the children to achieve their best in all areas of learning and development. It is to provide the context for planning, teaching and assessing pupils' learning. It also sets out the expectations for planning, organisation and practice throughout the school. It ensures consistency of approach, continuity and progression in achievements.

This policy should be read alongside all curriculum policies, the Early Years Foundation Stage Policy and the Special Needs Policy.

### Learning

Building on the aims of our Early Years Foundation Stage Policy we believe learning occurs best when:-

- Children are happy and actively involved.
- A positive relationship is fostered between teachers and pupils.
- Children work in a stimulating environment.
- The work is at an appropriate level for the pupil's ability.
- The aims and objectives of the teachers are clear and focused and shared with the children using Assessment for Learning techniques.
- Praise reinforces effort and achievement.
- There is a quiet working atmosphere.
- Children have access to suitable resources and are taught to use them independently.
- Children are encouraged to question, discuss and explain.
- Children are able to extend and apply their knowledge and skills through problem solving.
- Individual progress is carefully monitored and built on addressing different learning styles.

### Teaching

We believe good teachers have:-

- Sound knowledge of the subjects to be taught and the demands of the National Curriculum as well as knowledge of the developmental needs of young children.
- Sensitivity to and ability to meet the needs of young children and their families by being approachable, adaptable, caring, kind and discreet.
- High expectations and expect their pupils to do likewise.
- A sense of humour and perspective.
- A professional partnership with colleagues which includes observation and feedback, planning discussion and evaluation as well as empathy and support.
- A willingness to evaluate their own practice using the example of their colleagues, current research, reflection and in-service training.
- Effective monitoring procedures at all levels within their class or year group.

## Planning for teaching and learning

- Overall planning policy is laid out in our Monitoring, Marking and Assessment policy.
- Teachers plan from an overview agreed with subject co-ordinators
- Teachers plan for progress for all children but base their weekly plans on progress made. If a particular topic needs more time for it to be completely understood then more time will be allocated before moving on to the next topic.
- Curriculum policies are written by co-ordinators using close liaison with teachers to ensure consistency of practice. Policies are reviewed by teachers and governors. Newly written policies are presented to governors.
- Termly or half-termly blocks of work are planned by groups of teachers and sometimes every member of the teaching staff for a whole school topic.
- The blocks of work are detailed but flexible and are planned to include full coverage of the National Curriculum levels and its programmes of study.
- Early Years children work on PLODs (Possible Lines Of Development) for part of each day so the children can be encouraged to follow their own interests within a framework.

We work from skills matrices for long and medium term planning drawn from National Curriculum and QCA documents. By the end of each year all the skills for each year group will have been covered.

Daily and weekly written plans are kept in the classrooms. These include suitable groupings and differentiated activities, time scales and use of helpers. They are also used to record if a topic needs more time, or less, if the children already have that knowledge at their disposal.

## Organisation

We try whenever possible to allow each child to develop as an independent learner, using:-

- A mixture of teaching methods including whole class, group and individual teaching. Children may be taught in ability groups or mixed ability groups appropriate to the learning objective.
- The setting of realistic deadlines to make maximum use of time.
- Imaginative layouts of classrooms and furniture.
- Well-organised, labeled and accessible resources. Children are given responsibility for their care as well as for caring for their environment.
- Well-established routines and systems for the beginning and end of the day, changing Home Reader books etc.
- Appropriate display of children's work, interactive where appropriate

## Assessment, recording and reporting

We do this by:-

- Observing and listening
- Questioning
- Marking and recording achievement
- Moderating the standard of children's work at each level in school and with other schools
- Statutory assessments such as the Early Years Foundation Stage Profile and SATs.

- Parent interviews twice yearly (children attend the spring term interview to share targets for next steps with their parents and the teachers) and a written report in the summer term.
- Involving pupils in assessment using target setting
- Using assessment for future planning so children progress at an appropriate rate but are not left with gaps in their knowledge either.

### **Special Needs**

- Children are listed on the Special Needs Register and move from level to level as appropriate dependant upon their progress
- Outside agencies are called in as and when necessary.
- Learning Support Assistants are used to allow children with special needs to have more individual attention, bearing in mind that children with special needs need to be encouraged to work independently wherever possible with help available or they will become too dependent on adult input.
- Lower achieving groups are not left to the Teaching Assistants.

Reviewed May 2011

Review Summer Term 2014