



# Teaching and Learning Policy

## 2022

Date adopted by the governing body	15 <sup>th</sup> June 2022
Date to be reviewed	July 2024
Signed: Chair of Governors	
Signed: Headteacher	

## **Confident, Caring, Creative**

### **Our Ethos:**

At Chantry our core values are 'Confident, Caring and Creative'. These values underpin everything we do. We want to nurture children into confident individuals who care about others and themselves, think creatively and have a love of learning.

### **Our Aims:**

We believe every child should be supported to reach their maximum potential.

### **Through all our teaching we aim to:**

- Create a nurturing environment where children, staff and parents work together.
- Enable children to become creative thinkers and independent learners.
- Support all children to progress in their learning.
- Build children's self-esteem, helping them to build positive relationships.
- Develop children's confidence and encourage them to respect the ideas, values and feelings of others.
- Enable children to co-operate and collaborate in their learning.
- Help children to understand the community they live in.
- Encourage children to respect the environment.
- Show respect for all cultures, encouraging children to respect the views, values and feelings of others.
- Promote the benefits of a healthy life-style.
- Help children grow into positive, reliable and independent adults.

### **We believe children learn best when they:**

- Feel secure and valued.
- Take part in lessons which take account of their interests and abilities.
- Work in a supportive and stimulating environment.
- Have positive role-models.
- Develop their skills through practical, creative activities.
- Work both independently and collaboratively with others.
- Have learning matched to their individual needs.
- Are physically comfortable and alert.
- Have their progress assessed regularly.
- Make links in their learning.
- Are involved in their learning.

- Feel confident enough to make mistakes.
- Are self-motivated.
- Have opportunities to extend their learning.
- Are excited and inspired to learn.
- Have a strong relationship between school and home.

## **Teaching and Learning:**

Children learn best when they are inspired, motivated and challenged. In lessons the teachers will ensure that:

- The pace of learning is appropriate
- Children enjoy their learning and have opportunities to work collaboratively, independently and in groups.
- There are opportunities to develop good communication skills across the curriculum.
- Children are supported to develop their social skills
- Open-ended questions and higher order thinking skills are used to develop children's learning.
- Children are encouraged to develop their creative thinking and reasoning skills.
- Adults encourage children to think creatively.
- Children are taught how to plan and organise their learning.
- Problem solving and investigative activities are taking place throughout the curriculum.
- Children have opportunities to ask questions and share their opinions.
- Appropriate home learning is set to nurture children's enthusiasm and curiosity, and develop their understanding.
- A range of teaching strategies are used to ensure engagement; meeting the learning styles of the children.

## **In the classroom teachers will ensure:**

- Positive behaviour is modelled at all times in their interaction with children and other adults.
- That they use positive strategies for managing children's behaviour that help children understand the school's expectations.
- All consequences are applied fairly and consistently, whilst taking into account the needs of the individual child.
- Children are encouraged in their learning and their efforts are praised.
- Any criticism will be constructive and children's self-esteem will always be maintained.

## **Around our school we will ensure that:**

- A clear behaviour policy is in place and all adults working in the school understand its content so that it is applied fairly and consistently across the whole school, whilst taking into account the needs of the individual child.

- Everyone has high expectations of behaviour, (including children's attendance and punctuality at school)
- Safeguarding procedures are in place and followed.

## **Our Expectations:**

- All teachers have high, but realistic expectations of all children, taking into account their individual needs.
- Challenge is provided in every lesson.
- A positive ethos is promoted across the school.
- Achievement is expected and celebrated.
- Children are supported to develop resilience, stamina and determination.
- Parents are aware of and understand our expectations of their child.
- Children take greater responsibility for their learning as they progress through the school.

## **An Effective Learning Environment:**

Children learn best when the learning environment is well organised, the atmosphere is purposeful and they feel safe.

In our school there will be:

- An atmosphere of mutual respect between adults and children
- The classrooms are attractive and inviting.
- There are flexible grouping arrangements.
- Children are able to easily access resources to support their learning.
- Learning Intentions and success criteria on display.
- Children having opportunities to reflect.
- The noise level is appropriate to the task.
- Children take responsibility for looking after their learning areas and keep them tidy.
- Children feel valued and secure, enjoying freedom from bullying and harassment
- Children taking risks in their learning, and learning from their mistakes

## **Planning**

Children learn best through a well-planned vibrant curriculum that provides opportunities for working cooperatively and independently. There are three kinds of planning in each classroom: long term planning, medium term and short term planning.

In the classroom there will be:

- Explicit, focussed learning activities with clear objectives and outcomes.

- A clear understanding by the children of the method and purpose of the activity they are asked to carry out.
- Progress is shown through books, displays, children's explanations and their learning behaviours.

On the shared drive there will be:

- Long term plans (Yearly Overviews) which highlight the skills and knowledge to be taught.
- Termly Medium Term Plans which set out the skills and knowledge to be covered in each term
- Knowledge organisers for each topic/unit of work. These are then displayed in the front of children's books.

These are emailed to the Key Stage Leaders to be checked and put on the website.

Teacher's weekly plans set out the learning in maths and English for each class - using presentation tools to link to teaching resources. These will support Teaching Assistants/Supply Teachers to continue with the learning in the event of teacher absence.

## **SEND**

All children have a right to a high quality education, and to be included within learning and activities, at their own level.

There are three levels of SEND intervention:

At **Wave 1** children receive Quality First (or Adaptive) Teaching, led by the class teacher and carefully planned to ensure that learning is accessible and children can make progress at their level.

At **Wave 2** short term interventions may be used to support progress. The SENCO becomes involved at this level to ensure that additional input is appropriate and effective.

**Wave 3** support may be required for a small number of children. At this stage the SENCO is directly involved, and the children have an Assess, Plan, Do, Review cycle or Additional Needs Plan in place to ensure higher focus on progress, support and targets. Those with a high level of need may also have an EHCP. Long term interventions and support from outside agencies may be used at this stage to support learning and enable children to access the curriculum.

See SEND Policy for more detail and information about SEND support.

## **Assessment**

Subject progress is mapped out throughout the school termly and records are kept electronically using Class Tracker.

Teachers will ensure that:

- Every child is regularly assessed and their progress in the core and foundation subjects recorded termly on Class Tracker (during Pupil Progress Meetings).
- Assessments should be meaningful, accurate and useful.
- Appropriate, ambitious targets are set in Pupil Progress Meetings, and adjusted during the year.
- Assessments are gathered from a variety of sources and children's progress is assessed using a range of summative and formative assessments.
- Assessments and data are used to monitor progress, identify gaps in learning, set targets and plan subsequent lessons.
- Pupil Progress Meetings are held with all teachers and the Senior Leadership Team six times a year to discuss the progress of the children in their class. The final PPM will be a hand-up meeting to the next class teacher.
- Children are involved in the assessment of their own learning.
- Regular feedback (both oral and written) is given to children about their work.
- Next steps in learning are shared with every child.
- Children are given time to respond to feedback.
- For full information on assessment at Chantry refer to the school's Assessment Policy.

### **Celebration of Achievement:**

In our school we will make sure that:

- There are opportunities to celebrate the children's successes both in and out of school
- Children's work is displayed in their classrooms and around the school
- The 'Headteachers' Excellence Board' celebrates outstanding individual achievements in children's learning.
- A weekly celebration assembly celebrates individual successes.
- Our Facebook page showcases learning classes are doing.

### **Parental Involvement:**

We believe children learn best when Teachers and parents/carers work in partnership and share responsibility for children's learning.

Teachers will ensure that:

- Parents/carers are encouraged to support their child with home learning.
- Useful feedback about their child's progress is given regularly to parents, both informally, (when appropriate), and formally, through parent consultations and an annual written report.

- An open door policy throughout the school makes parents feel they are always welcome to speak to the class teacher or member of the leadership team.
- Meetings and curriculum events are held regularly to help parents/carers support their child.
- Information about class trips, school events and other relevant information is communicated efficiently to parents via Parentmail or email.
- Parents/carers are encouraged to support with trips or in the school.

## **Our Curriculum:**

The National Curriculum 2014 is the basis of our school curriculum. We endeavour to provide a curriculum that is creative, broad and balanced, which is accessible to every child. Where possible, we use local resources, places of interest and the environment to support children in their learning.

Through our curriculum:

- Children have wide variety of experiences to develop their skills and knowledge.
- Each area of the curriculum is allocated sufficient time so that it is meaningful.
- We support children to make links between curriculum areas.
- Learning builds on the child's own experiences and prior learning
- Lessons are matched to the skills and abilities of individual children including those with additional needs.
- Trips, visitors and experiences are used to enhance children's learning whenever possible.
- Opportunities to link with other local schools to take part in joint projects are embraced.
- More details of the teaching approaches and practices for each curriculum area are stated in the appropriate curriculum policy documents.

## **Monitoring Teaching and Learning**

Teaching and learning is monitored by the Senior Leadership Team throughout the year, through lesson observations, drop-ins, work scrutiny, planning, discussion with children and learning walks.

## **Review:**

The vision statement and aims expressed in this policy will be reviewed on a regular basis and adjustments made when necessary.