

Rumboldswyke

Church of England

Primary School



Part of the Bishop Luffa Learning Partnership

Teaching and Learning Policy

Approved by The Local Governing Body:
Review date: May 2025



Rumboldswyke Church of England Primary School Teaching and Learning Policy



This policy is to be read in conjunction with our Curriculum rationale and vision which is at the heart of all our teaching and learning activities. This policy reflects our current teaching and learning philosophy and has been created and owned by the staff. It has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

We have a shared understanding that:

- Teaching is the planned provision for the overall development of the child's physical, social, creative, spiritual, cultural, moral, emotional and intellectual needs through a range of appropriate strategies and contexts.
- We aim to create a nurturing learning community that raises aspirations for lifelong learning.
- There is an acknowledgement and understanding that parents/carers are the first and most enduring educators of their children. Positive relationships between home and school learning are based on honest and respectful communication.

Through our discussions we have identified the following are necessary conditions for Effective Learning

- 1. Relationships**
- 2. Quality First Teaching**
- 3. An engaging learning environment**

1) Relationships

Positive working relationships are established when:

- everyone is trusted, treated kindly, fairly and respectfully
- individuals with different needs are recognised and supported
- a nurturing environment is created that is calm, welcoming, safe and where children can take risks, make mistakes and learn from them
- children are valued, motivated, inspired, engaged and challenged as learners
- achievements are rewarded and celebrated
- children know and understand how to become better learners
- children are supported to talk about feelings and relationships

2) Quality First Teaching through a predominantly learning experience approach, rooted in purposeful, authentic outcomes.

- This approach means learning is meaningful and equips the children to become learners who are aiming for an end goal. There is a greater sense of a journey through the curriculum as the children understand the steps they are taking to reach their destination.
- Children must be involved with their learning and feel like it has a real purpose. Having an authentic outcome is a key motivating factor to produce incredible work which children are excited about and intrinsically motivated to become involved with.

Quality First Teaching is expected to take place with the whole class on a **daily** basis. Groups of children may receive additional support within the lesson during the course of the week.

Each lesson will be based around the following;

- Praise - Children learn quickly in a positive climate
- Pace - Good pace is essential to the lesson
- Purpose - Every part of the lesson has a specific purpose
- Passion - We expect every teacher to be passionate about their work, their children and their learning
- Participation - Children take part alongside the teacher rather than reliance on the 'hands up' approach

3) The learning environment

School provides a stimulating learning environment, which is safe, clean, uncluttered, well-organised and well resourced. Resources are deployed effectively and are:

- accessible to promote independent learning
- matched to the individual needs of the children
- well-organised and displayed in clearly defined areas
- appropriate to the learning focus

Subject Leaders and Planning for Learning

Curriculum leaders are expected to stay abreast of developments in their subject in order to lead their subject and adjust documentation in line with KS1, KS2 and EYFS requirements.

Curriculum planning must be based upon the children's own experiences and have a purpose that is meaningful to our children, offering practical cross curricular experiences that stimulate ideas and questions. Planning will promote pupils' spiritual, moral, social, cultural and emotional development as well as their intellectual and creative development and prepare all pupils for the opportunities, responsibilities and experiences of life permeating through every area of the curriculum.

Principles agreed for the presentation of individual pieces of work

- children must take pride in their work, the expectation is that care will be taken (good examples of presentation will be shared)
- rulers should be used if lines are drawn on diagrams for example (or use guidelines).
- words /equations should be well spaced.
- Maths - one whole number in a square.
- children should write their names discreetly on their work.
- **ALL** work **must** be dated.
- If children are absent, this should be acknowledged in their books.
- unacceptable work will be discussed with the child and they should be aware which part is **not** acceptable.
- adults will be good role models so write neatly and accurately at all times.
- children will be taught the skills of drafting / re-drafting and the use of guidelines if needed.
- marking / feedback will involve the child as often as possible and will be at the point of learning.
- children will be taught to stick their work in their books, where appropriate.
- Every task must have a clear learning objective with reference to small steps.
- The subject area will be identified at the top of each task.

Assessment

Teachers make on-going assessments of each child's progress, and they use this to inform subsequent lessons. Staff use Insighttracking app@insighttracking.com to track key attainments.

EYFS Provision

Continuous provision raises attainment of children through active learning and high-level engagement. Continuous provision should continue the provision for learning in the absence of an adult.

Enhanced provision enhances basic continuous provision resources so they better meet the needs and interests of individuals or groups of children. It is enhanced by the adults following the observations and assessments but is accessed by the children without their support.

Linked provision is a hybrid of continuous and enhanced provision and is linked to observations made and is 'linked' to a need in the class. It is usually run as a short daily session - often at the beginning of a session. An example of this would be 'funky fingers'. All the children are engaged in activities that are themed around an identified need. They take part in all the activities throughout a week.

Direct teaching These are adult directed activities where the child is directed and supported by an adult at the point of teaching.

Monitoring and evaluating teaching and learning

Staff development needs will be identified in line with this policy and the Appraisal and Capability Policy. Subject leaders will participate in monitoring activities. In order to provide a clear picture of the quality and consistency of practice across school, teaching and learning will be monitored and evaluated through:

- observations both formal and drop-in
- book looks
- internal and external moderation of pupils' work;
- termly moderation of assessment judgements set against the curriculum progression documents in Writing
- half termly assessment collation and analysis of data using app@insightracking.com. This is set against the curriculum progression documents in Reading, Writing and Mathematics
- termly pupil progress meetings (October February May) for all children, half termly pupil progress meetings for SEND and PP children
- learning + environment walks by the senior leaders, Governors and the Head of School's advisors
- Governor monitoring visits
- opportunities to observe good practice in other colleagues classrooms and at other schools
- interviews with children
- questionnaires completed by staff, children and parents to identify areas for development
- End of Key Stage Tests and NFER tests analysis to identify strengths and weaknesses
- Phonic Check assessment and analysis
- EYFS assessments and analysis

The role of Governors and Head of School

Our Governors determine, support, monitor, challenge and review the school's approach to teaching and learning. In particular, they:

- support teaching and learning by allocating resources effectively
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- seek to ensure that staff development and appraisal promote good-quality teaching and learning;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include half termly reports from the Head of School and subject leaders, and a review of the CPD training sessions attended by staff
- monitor the work in school by focussing on a specific area, agreed in advance with the Head of School

Parents and Carers

Parents and carers have a fundamental role to play in helping children to learn. The school informs parents about what, and how, their children are learning by:

- Welcoming parents to work in partnership with the school to support learning through Stay and Play and other workshops where the parent works alongside the child for a lesson. This often continues with Home Learning activities
- Meet the Teacher sessions in September
- Parents' Consultations in October and March
- Providing annual reports for parents in which we explain the progress made by each child, and indicate the next steps for the child and how parents can support at home in July
- SENCo, Class Teacher and TA work with parents setting and reviewing targets for SEND
- Informal meetings to discuss progress at any time, requested by parents or teachers
- Using the school website and email to inform them about what their child will be studying during the term at school
- Advising parents on how they can support their children with homework, and suggesting, for example, regular shared reading and support for projects and investigative work

Equal Opportunities

All children have the right to equal access to the curriculum regardless of their gender, disability or ability. We plan work that is adapted for the performance of all groups of individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential. (Equality Policy). All staff's expectations of behaviour and performance by all children should be the same (Behaviour Policy).

Adopted Policy Spring 2023 by all teaching staff

Approved by Governors