

The Anthony Roper Primary School

Teaching and Learning Policy

**Learning to work together,
Working together to learn.**

At the Anthony Roper School we will offer a stimulating and balanced curriculum designed to meet the needs of every child in a secure, caring and happy environment. We will strive to provide the best possible learning opportunities for ALL pupils in ALL areas of the curriculum. We will nurture self-esteem and self-confidence whilst developing individual talents.

We believe that children learn best when:

- They feel happy, safe and secure
- They are actively involved and engaged
- They are listened to, respected and valued
- They have a positive self-image and feel confident to take risks and make mistakes
- They understand what they need to do to move forward in their learning
- Behavioural expectations are consistent and positive
- They are challenged but know when to ask for support
- The environment is stimulating and inspiring

Our aim is to:

- Ensure that children experience a rich and challenging curriculum that allows them to apply and develop knowledge and skills
- Enable children to become confident, resourceful, enquiring and independent learners, so that they can solve problems creatively
- Promote children's self-esteem and help them to build positive relationships with other people
- Develop children's self-respect and encourage them to respect the ideas, attitudes, values and feelings of their community in order to make a contribution to the wider society
- To help children to grow into reliable, independent citizens

Equal Opportunities

All children are given access to the school curriculum. The schemes of work are used to provide differentiation by outcome and intervention regardless of race, ethnicity, gender, ability and disability.

We ensure that expectations do not limit pupils' achievements and that assessments do not involve any cultural, social, linguistic or gender bias. This is monitored by analysing pupil performance throughout the school to ensure there is no disparity between groups.

We believe that an effective lesson:

- Enables all pupils to have the opportunity to move forward and make progress
- Includes a variety of active teaching styles and methods in order to address the needs of all pupils
- Is inclusive and is differentiated to meet the needs of all pupils including SEN+D and G & T pupils
- Ensures that all pupils are aware of the learning objective and are made aware of the next possible steps that will move them forward - by means of AfL/Marking for Improvement/Response Marking
- Relates previous learning to new tasks in order to maximise learning potential and development
- Ensures that all pupils develop independent thinking, can take risks and are able to achieve success at their own level, showing good progress
- Has good pace and high expectations for all – activities are chosen to optimise learning
- Engages and motivates all pupils
- Has high expectations of performance and behaviour
- Provides excellent resources to support learning
- Successfully deploys TAs and parent helpers to enhance learning opportunities

We believe that teaching is effective when:

- There is adult-pupil engagement and positive confirmation of pupils progress
- Children enjoy talking about their learning and show visible enjoyment
- Every child is aware of the learning objective for every lesson and is able to make reference to the learning environment
- There is evidence of behaviour for learning, with pupils taking ownership of their next steps
- All individual needs are identified and catered for -work is differentiated and pitched at the appropriate level for every pupil

- Pupils respond to a challenge and know that their input is valued and feel safe to make mistakes
- Open questioning gives pupils the opportunity to further their own learning
- Feedback supports learning and makes pupils aware of their next steps
- High expectations for behaviour are clear and consistent
- There is equality of provision for all pupils
- There is a clear line of communication between staff, pupils, parents and leadership

The minimum expectation for the quality of provision in each class is good. SLT action, including coaching and individual support will be offered to staff working below this level of provision. Should a lesson be taught that is graded as 'requires improvement' or lower, a follow up observation will be conducted by the Headteacher or a member of the SLT within 2 weeks.

The Learning Environment:

- The classroom should promote effective learning. We expect that all children will experience consistently high quality learning environments.
- The upkeep of the classroom should be a responsibility shared by the class teacher, teaching assistants and pupils.

Consequently at our school we expect that every classroom should have:

- School and class rules displayed
- The school vision statement displayed
- A class name label
- A visual timetable
- Class weekly planning available
- Class library/reading area – will include some of the following: fiction/non-fiction books, picture books, encyclopaedias, comics, magazines, newspapers, class books, etc. All books should be in GOOD REPAIR and organised in age appropriate storage.
- IWB and appropriate resources
- A visualiser
- A CD player if required as well as PC
- A camera (may be shared)
- Basic first aid equipment – plasters and tissues
- Storage for fresh drinking water
- Fire and Evacuation instructions
- Red classroom name card – to summon adult assistance

Every Foundation stage and KS1 classroom should have:

- Access to a suitably equipped outdoor play area
- Facilities for sand and water play
- Role play area
- Writing area - with a range of paper, pens, folders, booklets, diaries, post-it notes, whiteboards and pens, office stationery, envelopes, dictionaries etc.
- Reading area with book selection and comfortable seating/cushions

All classes should have the following equipment/resources – well labelled and easily accessible:

- White boards and pens
- Appropriate stationery
- Dictionaries/thesauruses
- Scissors
- Colouring equipment
- 2D and 3D shapes
- Mirrors
- Rulers, metre sticks and tape measures
- 1, 3 and 5 minute timers
- Digit cards (where appropriate)
- Place value cards (where appropriate)
- Wet play resources
- House point chart/positive reward system
- A working accurate clock
- A globe/world map
- A trug for use at playtime (if required)
- Paper cutter, hole punch, stapler, wall stapler, sellotape dispenser
- Paper clips, drawing pins, blu-tac, masking tape etc

Every Upper KS2 classroom will have the following equipment/resources – well labelled and easily accessible:

- Protractors
- Compasses
- Calculators

Every Foundation stage and KS1 classroom will have access to the following well labelled equipment and resources

- Small world play resources
- Construction resources
- Number fans
- Puzzles and games to support learning
- Clock faces
- A digital clock
- Dressing-up clothes

Displays should include the following:

- A regularly updated Working Wall
- Quality mounted displays celebrating children's work (some to be changed at least once a short term). This is to include appropriate labelling/captions that reflect the learning taking place in the class). It is appropriate to use a variety of fonts as children will experience different handwriting styles in the 'real world'.
- Days of the week/months of the year (KS2 in French)
- Key vocabulary for maths and literacy related to current learning
- A displayed number line and 100 square (EYFS/KS1/LKS2)
- Example of the school handwriting style
- Alphabetic code/ phonics age appropriate phonics
- Times tables – where appropriate

Presentation of work:

- Children should be encouraged to use good presentation at all times – a first draft that is not to be marked may be exempt from this criteria
- Books/folders will be agreed at the beginning of the academic year by the SLT (Children will not embellish their books and will treat them with respect)
- All work should be dated (long for literacy, short numerical for maths)
- The learning objective should be recorded in the books when appropriate
- Margins should be used as appropriate
- Pencil should always be used for maths
- All maths calculations/working out should be shown in the books

Assessment of work:

Work should be marked as per the following and must relate to the marking policy:

- Level of support indicated (CT support, TA support) – ratio of pupils to adults where appropriate
- Comment relating to LO/success criteria/targets
- Next steps to be recorded
- Age appropriate feedback
- Time given during the day for pupils to respond to feedback
- Clear adult handwriting to be used for marking
- Evidence of peer/self-assessment
- Evidence of observation of practical activities
- Times Tables should be taught weekly in all KS2 classes
- Spelling tests should take place weekly from Year 2 upwards unless children are on the RWI programme

Homework:

- All recorded KS2 homework should be filed in the Homework folder, unless it is not appropriate
- KS1 & EYFS use home learning journals

Outside the classroom:

Corridors

- All surfaces are clean and uncluttered
- There should be no litter
- Cloakroom areas should be kept tidy at all times
- Children should be discouraged from bringing large holdalls
- Displays should be changed at least 3 times a year and should reflect the learning taking place in the classroom. They should be labelled and refer to the work taking place
- Sinks should be kept clean and tidy

Hall:

- The hall should always be left ready for the next teacher
- PE equipment should be returned and left as found

General Guidelines and Procedures not included above:

Every classroom will be dyslexia friendly and will meet the needs of any SEN+D child in the class.

All classrooms must be kept tidy and surfaces kept clear wherever possible for interactive displays.

All teachers should have access to medical records/special requirements for their pupils.

All class teachers need to appoint a class parent representative at the beginning of the school year – this may be changed as necessary.

Teaching assistants should work in partnership with the class teacher and, whenever possible, should be involved in planning and preparation.
The majority of TA time should be spent supporting the children's learning.

Every class teacher must send out a termly newsletter to parents outlining the curriculum areas to be covered during the term.

The teaching and learning policy should be read in conjunction with the Teachers' Standards 2012, The Behaviour and Positive Discipline Policy , the Staff handbook which includes the Staff Code of Conduct and the School Vision statement.

This Policy has been approved by the staff and Governing Body.

Tips for a Good Lesson

1. Planning from previous learning with clear learning objectives that the pupils understand and can talk about.
2. An animated and interactive lesson introduction/ starter. There should be some 'buzz' factor in the lesson – something that will enthuse and inspire the pupils. Enthusiasm from the teacher for the subject – 'caught' by pupils.
3. Independent work differentiated by task rather than outcome when possible e.g. open ended challenges – use of AT1. Shown on planning.
4. Pace – needs to be fast and snappy, but with times to discuss and reflect. Timings for parts of lesson MAY be noted to ensure not too much time is spent on one activity or in one place.
5. Varied teaching strategies – VKA/guided/paired/group/independent/talk partners/modelled/shared etc.
6. Open questioning – differentiated to show progress (Blooms Taxonomy). Use different ways of choosing pupils to answer questions (lolly sticks etc.)
7. Excellent teacher subject knowledge and subject dependent skills.
8. Opportunities for AfL throughout the lesson – changing direction when necessary (mini plenaries) and introducing next steps. Time to reflect on learning- pupils are given time to look at marking comments and respond appropriately.
9. A stimulating learning environment – well-resourced/hands on and interactive. Appropriate and imaginative resources including ICT used effectively. Easily accessible resources to aid independent learning.
10. Full use of TA intervention and support throughout the lesson and marked in the planning.

OTHER TIPS

- 1.** All children make progress during every lesson!
- 2.** Know every pupil individually.
- 3.** Mutual respect and collaboration – shared ownership of the classroom by staff and pupils.
- 4.** Imaginative behaviour management – routines, rewards and sanctions. Consistent throughout the school.
- 5.** Literacy is a focus across the entire curriculum.
- 6.** Anticipation and excitement for the next lesson – what are the next steps – and then what?