



## Teaching and Learning Policy

This policy seeks to meet the needs of pupils more effectively by offering approaches to teaching and learning and the usage of resources which are consistent across the school. It also seeks to retain the best features of educational practice when implementing the National Curriculum.

The key characteristics of teaching and learning are:

- **Pupils learning**
- **Staff skill and expertise**
- **The learning environment**
- **The outside area of the school**
- **The locality and beyond**

### Section 1 – Aims and ethos

#### **Mission Statement**

At Townsend Primary School, we are committed to creating a happy, caring and enriching learning environment, underpinned by community values. We celebrate children's achievement and encourage them to fulfil their full potential. We respect their differences, encourage kindness, consideration, respect and foster self-esteem. We hope to provide a sound foundation for their future life.

#### **At Townsend Primary School, we undertake to:**

1. Provide **high quality teaching and learning experiences offered to children**, (our aim is to ensure that all lessons are at least good with some outstanding teaching too).
2. Ensure that we **build on previous learning** in order that levels of attainment for **all** pupils is raised and **all** pupils achieve their full potential
3. Provide a **broad and balanced curriculum** which will develop the skills, concepts and knowledge necessary for future learning, including the necessary ICT skills needed for technology in the 21<sup>st</sup> Century
4. Foster **creativity** through Music, ICT and the Arts
5. Provide children with **meaningful, purposeful** tasks related to the National Curriculum programmes of study and Desirable Learning Outcomes
6. **Maintain pupils' interest by providing enjoyable, stimulating and challenging** tasks which take into account the needs of **visual, auditory and kinaesthetic** learners

7. Maintain purposeful and informative **planning, record keeping and assessment** documents, in line with the school's record keeping and assessment policy
8. Develop **confident, disciplined and enquiring learners**, able to make informed choices and cooperate well through using **Talk Partners**
9. Provide a **calm, quiet and effective working environment** which is fair, safe and disciplined. Shouting by staff is not tolerated. Children should always be encouraged to use quiet, "School Building Voices," ensuring that a busy and purposeful environment is encouraged.
10. To enable staff to identify aspects of practice which they wish to develop in which they would welcome support or share expertise in

### **Equal opportunities**

In accordance with the school's Equality Policy, all children at our school must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, religion, gender, age or ability. Work will be adapted for children with SpLD, which includes dyslexia and autism. Staff will aim to integrate aspects of multicultural learning into what is taught to engage children in their learning, foster their self esteem and give children a wider understanding of the world in which they live. Planning should always take account the ethnic diversity of the school as well as the SPLD, which includes dyslexia and autism and the needs of more able and talented pupils (see More Able and Talented Pupil policy).

### **The Role of the Governing Body**

The governors of Townsend Primary School support, monitor and review the school's policies on teaching and learning by:

- monitoring how effective teaching and learning are in terms of raising pupil attainment and achievement
- ensuring that staff development and performance management policies promote good quality teaching
- monitoring the effectiveness of the school's teaching and learning policies through the school self-review processes; these include reports from subject leaders and the Headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff
- monitoring teaching strategies in the light of health and safety regulations ensuring that the school buildings and premises are best used to support successful teaching and learning
- supporting the use of appropriate teaching strategies by allocating resources effectively.

### **The Role of Parents**

At Townsend parents have a fundamental role to play in helping their children to learn. We do all we can to inform parents about their children their learning by:

- sending information to parents at the start of each half term outlining the theme and learning objectives for the half term and giving them useful web links

- holding specific parent workshops to explain strategies and learning in the core subjects
- sending regular reports to and holding meetings with parents, in order to explain the progress made by each child, and indicate how the child can further improve with appropriate targets
- regularly updating our website to keep parents informed
- providing homework to support their child's learning at home.

**At Townsend Primary we recognise that teachers have individual styles of teaching and these are valued. We also acknowledge that individual pupils learn in different ways. Approaches to teaching will reflect the chemistry of different classes. However, our guiding principles for effective teaching and learning are:**

- Teachers allocate 45 minutes in KS1 and 50mins-1 hour in KS2 each morning to the teaching of Numeracy
- One hour a day is dedicated to the teaching of literacy. **This will usually be integrated with other subjects but sometimes will be taught discretely.**
- **Teachers have secure knowledge and understanding of the subjects they teach**
- Although a variety of teaching methods are employed we advocate the importance of direct whole-class teaching. **Teaching is an active, not passive activity.**
- Teachers have long, mid and weekly planning.
- Teachers have clear learning objectives for each lesson and these are made explicit to children. (example: **I can** add two digit numbers)
- Success criteria will be available in all sessions.
- High expectations are made explicit to children.
- All activities will be carefully planned in order to maximise learning.
- Learning objectives are evaluated during the lesson and teaching is adapted according to pupil's needs in order to maximise learning. (Assessment for Learning)
- A range of open and closed questions are used to develop and assess pupils' understanding and learning.
- Children have well-established classroom routines which ensure that lessons begin punctually, learning time is maximised, and pupils remain on task in a calm and purposeful environment.
- Children understand what to do next when an activity is completed, such as going onto an extensive activity or personal research.
- Resources are prepared before a lesson begins, including **ensuring all pupils have access to fresh drinking water.**
- Assessment information informs our planning.
- Classrooms must be kept tidy and curriculum resources accessible and well organised and labelled at all times.
- Throughout lessons teachers constantly encourage excellence in all areas, social, resilience, listening, academic etc.
- Set and enforce high standards and application to work, and maintain the pace of lessons.

- We allow children time to respond to the next steps in their books
- We teach children to evaluate their own learning and progress – we encourage our pupils to be ambitious and have high expectations of themselves.
- We use positive reinforcement to develop children’s learning [see Marking Policy & Behaviour Policy].
- We make boundaries explicit to children so that discipline is clear and fair.
- We never accept sub-standard work or lack of effort when we know a child is capable of better. When necessary children will complete work during playtimes.
- Learning is enriched by the regular setting and marking of homework [see Homework Policy] and in encouraging children to share what they have done at home
- We monitor that children are reading at home, and when necessary, take positive action to ensure that this happens.
- Praise children.
- Work is differentiated to meet the needs of all learning including children with SpLD that include dyslexia and autism.
- Use multi sensory teaching methods.
- Word banks are displayed
- Children are encouraged to be independent and find ways of supporting their own learning e.g. find dictionaries/use thesaurus

## **MONITORING**

**Why Monitor?** - In order to ensure that the Teaching and Learning Policy impacts on children’s learning in all areas of the school life, we believe that it is important that we monitor regularly. The purpose of monitoring procedures is to establish a common professional dialogue amongst staff within which individual needs are recognised and supported. In all monitoring, the impact on the learning of the children is of prime consideration.

**How we Monitor** - The focus area is agreed and discussed by all staff prior to the monitoring taking place. A monitoring sheet has been devised for classroom observations on which key areas are identified. Supportive feedback from observations is an essential part of the monitoring process, and issues relating to staff development are acted upon.

## **ROUTINES IN EYFS**

Children in Reception and Nursery are received by a member of staff at the entrance then hang up coats and bags. Parents help the staff do this in order to ensure that the children are settled. Initially, children self register they then have free choice and then they move towards an adult focused activity. The other adult supports children with free choice activities.

A member of Nursery staff will direct specific children to tidying up tasks.

Planned focus sessions are led by Teacher/Teaching Assistant/Nursery Nurse through the day

Within each session children have on-going access to the outside area.

The sessions normally end with guided tidying up time, quiet reading and then a story.

There are profile and planning scrutiny led by the EYFS co-ordinator each term

## **ROUTINES IN KEY STAGE 1 AND KEY STAGE 2**

Each morning children are collected for the playground by their Class teachers at 8.55 to ensure that they have hung up their coats and are ready to start by 9.00am.

Teachers should ensure that a visual timetable is put up for all children, but especially those with e.g. speech and language difficulties, dyslexia, ASC. Children will then be able to independently check what they are doing.

In Key Stage 1, children hang up their coats in an orderly fashion then go straight to an activity which either assess and review for maths or a phonics session.

In Key Stage 2, once they have hung up their coats, the children sit at their tables and begin the lesson.

After playtimes and lunchtime children go straight to designated seat and sit ready for the start of the session.

Visual timetables in each class will give children an indication of what they will be doing on return from assembly, playtime or lunchtime so that the transition is smooth. For example, you may want them to get a specific book out, sit on the carpet ready for the introduction to a lesson, or go straight to their tables.

Children have classroom responsibilities, for example, handing out and collecting books and resources so that they can contribute to the smooth running of the classroom.

Singing in both Key Stages is encouraged throughout the day and for the whole school at weekly assemblies.

Teachers will plan in a story time at the end of the day to encourage talk and a time of reflection at the end of the school day.

## Section 2 – Pupil's Learning

Children learn best when

<b>Policy Statement</b>	<b>Policy in Action</b>	<b>Strategies for Action</b>
They have high expectations of themselves and others as learners and recognise the contribution that others, including their peers can make to their own learning.	<p>Significant achievement of individuals in their work-children are motivated to show more achievement.</p> <p>Children are encouraged to talk about their work and explain how they have reached outcomes e.g. mental maths</p>	<p>Annotation on children's work, reflecting learning intention.</p> <p>Key parts of the lesson are given over to children talking about significant achievements in work for the previous week.</p> <p>Children will respond to marking.</p>
They engage in direct and relevant experiences and see the purpose of what is to be learnt. They <b>enjoy</b> what they are doing and have a positive attitude to their work.	<p>Topics are planned to extend knowledge skills and attitudes children already have.</p> <p>Children are positively engaged during work time and are on task.</p>	<p>Making learning intentions very specific and communicating this to pupils where appropriate enables children to focus on their learning so children know.</p> <p>Behaviour policy outlines expectations as well as rewards and sanctions to achieve these.</p>
They have opportunities to evaluate their own work and the work of others and to recognise achievement.	<p>End session sharing times where good work and effort is shared with others &amp; "What I have learnt/need to remember sheets"/Plenary placemats are used</p> <p>Stickers rewards and Headteacher certificates.</p> <p>Headteacher rewards children publicly in assembly.</p>	<p>Samples of best work and displays should be chosen and shared with the co-ordinator.</p>
They are active learners who initiate their own learning at times and show ability to organise their own resources.	<p>Storage systems selected to allow free access to most resources e.g. labelled trolleys.</p>	<p>Children trained in the use of resource enrichment learning opportunities able to be utilised independently.</p>
They can apply prior knowledge, and see the value of consolidating their learning.	<p>Children experience training in the use of new equipment e.g. how to copy painting techniques, how to use advanced ICT programmes.</p>	<p>Curriculum designed to ensure concepts are revisited.</p>

They are confident in asking questions about the task. They understand that taking risks and making mistakes is part of the learning process and they can ask for help.	Questions are expected about their work and are welcomed positively.  Teachers and support staff model questioning skills/facilitate discussions when approaching new tasks and materials.	Monitoring process focuses on these issues.  Staff discuss what is effective questioning and develop these skills.
Children are encouraged to review and be reflective about their work – able to celebrate their successes and set reasonable future targets.	Marking gives opportunities for self-evaluation.  Regular review opportunities planned by teacher.	Marking gives opportunities for self-evaluation.  Children respond to marking.

### **Section 3 – Teacher expertise - Skills required by an effective Teacher**

<b>Policy Statement</b>	<b>Policy in Action</b>	<b>Strategies for Action</b>
<b>Organisational Skills</b>  Is able to present challenging tasks, which are differentiated to meet needs of a variety of groupings.	Differentiated activities are clearly planned into daily plans.  IEPs inform planning.	Termly and weekly plans are read by Headteacher. SMT and Subject Leaders who offer comments and support.
Shows effective management and time management skills, including the deployment of support staff in teaching and non-teaching roles.	Regular planning meetings with support staff.  Support staff named in plans.  Involvement of support staff in record keeping and assessment tasks.	Record keeping and assessment procedures are designed to be useful, manageable and informative.  Involvement of support staff in training to raise skills and contributing to the record keeping process.
Show awareness of equal opportunities in all aspects of school life.	Choice of resources show use of multicultural images, bilingual text, unbiased gender roles etc...	Termly plans show how equal opportunity issues will be addressed through the topic.
<b>Communication Skills</b>  The teachers interaction with the children demonstrates a sense of humour as well as the use of a wide vocal repertoire incorporating story telling and role playing.	Children are actively engaged and are often invited to participate through role play, singing and other creative verbal activities going on in the class.	All school community have the opportunity to experience singing practice, drama activities and a range of musicians
Teachers share curricular	Performance management	Management involvement



expertise with colleagues and recognise where additional support is needed.	interviews are held annually to ascertain training needs and career opportunities.  Staff report back from courses attended and take turns in leading INSET where appropriate.	with staffs' individual planning in an advisory capacity – i.e. planning meetings, feedback etc...
<b>Planning and Assessment Skills</b>  Show ability to use a wide range of assessment strategies to include: observations of children, recognition of significant achievement and the planning and carrying out of specific/assessment tasks.	Organised and clear system of recording significant achievement is in evidence and understood by all.	Specific assessment tasks to be carried out in the course of the school year.  Self evaluation cycle and staff meetings have timetable for sampling and levelling work.
Shows that planning is informed by prior knowledge of the children and endeavours to encompass the holistic needs of the child.	Groupings are based on specific, as well as ongoing, teacher assessment.  IEPs planned with child's strengths as a starting point.	Reports are written stating clearly specific child's achievements and not what they have covered.

**Section 4 – The Learning Environment - Classroom and School organisation (See appendix 1)**

<b>Policy Statement</b>	<b>Policy in Action</b>	<b>Strategies for Action</b>
<b>Furniture</b> The arrangements of the furniture will allow for various groupings including spaces to provide study, appropriate to the age of the class. There should be ease of movement around furniture spacing tables out to ensure that children are not bumping into each other. Tables should not be set out in rows but should be arranged to facilitate group work.	Designated areas within classrooms – i.e. listening corners, maths table  Working wall.  Numeracy display.  Literacy display.  Reading area.	Furniture strategically placed and unit surfaces appropriately used for interactive displays.  <b>Displays, rooms and outside areas kept tidy and children taught to respect areas.</b>  <b>All Rooms to be left tidy at the end of each session.</b>
The furniture will be of high quality and well maintained, appropriate to the needs of	All furniture purchased form new, as children move up through the school.	Realistic sum from the school's budget to furniture purchases each year.

the children.	Regular checks made on furniture by staff to ensure safety.	
Display & General Appearance of the Room.  Displays will be stimulating, relevant, tactile, reflecting recent work, covering a range of curriculum areas and reflecting differing cultures.	Long term displays will be well maintained.  (see Display Policy).	Displays built into half termly plans, topics decided on by staff.  Written policy on displays with clear responsibilities outlined within it.  TAs used to house keep displays and children taught to respect displays.
The value put on the children's work by teachers in the school will be reflected in the quality of displays and evidence of the children's work and involvement.	Displays will attempt to engage the onlooker: <ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Invite interaction</li> <li>• Not always 2D, clearly presented, use of ICT, cutters, good quality backing paper provided.</li> </ul>	Written policy on displays etc;  Keep photo evidence of good displays.  (Display Policy).
All planning for displays will take into account the school's policy on equal opportunities.	Where possible/appropriate captions are written in different languages.  Photos and pictures should reflect the ethnic make up of the school.  Festivals from a variety of cultures and represented in displays.	Bilingual texts are available.
<b>Resource</b>  All resources available [commercially produced / child / staff produced] will be of high quality, matching curriculum needs and reflecting equal opportunities.  Storage systems or resources will promote independence. Autonomy and encourage careful use and tidiness.	For example – maths storage allows children to select materials independently and to readily see what is available.	Children will be trained in the care of resources and storage.  Storage furniture is consistent within the classrooms.
The school staff will be active	Adults on duty at playtime	Regular monitoring and

in providing valuable and relevant outside play experiences. Adults will provide good role models as well as responding to spontaneous play situations, paying particular attention to promoting equal access for boys and girls.	and lunchtime take on an active role.  All staff are aware of school expectations with regard to the outside area, supply staff included.	reviewing to ensure equitable use of resources.  Training sessions will take place for staff to manage behaviour by provision of games and activities.
Attention will be given to the way the outside area is developed to provide opportunities for play within a variety of spaces. I.e. quiet places, active places, noisy places.	Children are included in establishing school rules, which extend into the playground.	Rules are reviewed with the children on a regular basis.  The development of the outside area will include developing the School garden.
The curriculum on offer inside the classroom will, wherever possible, be available outside, with appropriate resources provided.	Appropriate use of outside area built into half termly plans.  e.g. litter surveys, weather stations, growing things, shadows, 3D artwork, observation of mini beasts.	SMT and Subject Leaders monitor half termly plans.

### **Section 5 – Community cohesion, the locality and beyond**

<b>Policy Statement</b>	<b>Policy in Action</b>	<b>Strategies for Action</b>
We value the local area and community as a resource for topic work and visits are planned to fit with half termly work.	Teachers will make pre-visits wherever possible before organising trips, so that appropriate work can be planned prior to; during and as follow up.	Termly plans will indicate a minimum of two visits per term.
By extending our curriculum into the outside area of the school we aim to forge links with the local community, and so harness the skills of local people.	Information about local skills will be kept as a resource.  We are committed to using the various skills of parents/carers to support us in our work.	Letting parents and carers on school trips.  Parents work on special projects in the classroom.
We are aware of our responsibility to broaden the children's experiences beyond their local environment.	Our children have the opportunity to see artefacts from other countries and cultures.	Planned visits will take place at least twice a term.

**Layout**

- Furniture should be arranged so that children and adults can move safely and easily. Ensuring that adults can always see children.
- Furniture should always be arranged to accommodate different areas of the curriculum and create an effective learning environment.
- All resources should be clearly labelled and organised to be easily accessible to the children.
- The classroom should have a bright, attractive, relaxed and welcoming feel to it.

**Organisation - These areas are non-negotiable and should happen in every classroom**

1. Where space allows, ensure that there is a work/administration area for yourself that children are aware of and respect. This must be kept tidy.
2. Where possible, the carpet area must be large enough to accommodate all the children comfortably. They must have a clear view of the teacher and of any teaching resources. There should be no distractions (e.g. equipment within easy reach of the carpet area).
3. Seating in the classroom should provide children with a clear view of the interactive whiteboard which is not obscured by other classroom furniture.
4. The table should be arranged in a task-orientated way – the most appropriate and effective way to promote a sound learning environment.
5. All whiteboards should be clearly visible i.e. no more than a 90 degree head turn for any child from any table. Tables should not be seated under whiteboards.
6. There should be a well organised work storage area, easily identified by children and adults, where all work (on going & finished) can be put and easily recovered.
7. An area in the classroom should be made available to allow children the opportunity to engage in independent writing tasks.
8. There should be clearly labelled designated resource areas within each classroom (Book Corner, Creative Area, Writing/Graphics Area, Discovery Area, Maths Area, Computer Area, Imaginative Play Area)
9. Each classroom will have Literacy, Numeracy, ICT, RE and Science reference areas, which should reinforce learning.
10. Children are taught to respect the Learning Environment and resources.

**Other issues**

- Day-to-day equipment – pens/pencils/crayons/exercise books/files etc. should be organised **and ready** to make them easily accessible to all the children e. g. on group tables/in designated area.
- Clear system for access to previous books/work and to fresh drinking water..
- Teaching groups and timetables should be clearly displayed in the classroom.
- Clearly established routines for movement in and around the classroom must be established and promoted by the classroom, environment/organisation.

- At least once a term, there should be a 'clear out' of cupboards and storage areas to avoid clutter around the classroom. It is quite appropriate to involve children in this process as a planned activity.
- Writing/drawing tools should be maintained and checked regularly for suitability/quality.
- All classroom areas for different subjects should be attractive and well maintained. It is important that crates of resources is emphasised in the organisation of areas.
- Health and Safety **must** be considered when planning areas/storage etc.
- It is important that basic organisation is established before the children arrive in their classroom for the first time.
- Tables/chairs/other furniture must be arranged as detailed earlier.
- Systems for organisation and availability of day-to-day tools/exercise books etc. must be in place.
- Display boards should be covered, possibly with some posters, pictures etc... to stimulate interest in topics until display work goes up.
- Basic information displays should be in place e.g. word lists/alphabet charts and organisational charts/rotas should be in place and ready to begin straight away.
- Visual timetable should be available every day.

## Appendix 2

### **The features of effective classroom practice**

- In all lessons, whatever the subject, we expect to see certain generic features:
- Tasks matched to ability with appropriate differentiation where appropriate or open ended tasks
- Clear lesson objectives understood by the children
- Clear lesson structure
- Good pace
- Success criteria
- A calm, stimulating and secure environment – **No shouting**
- A teaching style and form of organisation according to the age group
- A mix of question types: including closed (leaving sufficient times for each question) and open-ended
- Good planning and preparation
- Appropriate use of resources
- Good management of time and resources
- Relationships that promote high self-esteem
- Good class control with high expectations of behaviour
- Children taking responsibility for their work

### **The best whole class teaching:**

- Engages the pupils in active learning
- Is organised to meet objectives
- Builds on existing skills
- Draws on a repertoire of teaching strategies
- Provides for a range of learning styles
- Cultivates transferable, independent learning

### **The best group work:**

- Matches tasks to children's needs
- Provides opportunity for consolidation of learning objectives
- Has an appropriate sequence
- Provides quality instruction
- Provides assessment opportunities
- Relies on effective classroom routines and organisation
- Is well resourced

### **The best plenaries:**

- Relate to the lesson's learning objectives
- Give children a sense of achievement
- Clarify any misconceptions
- Last a suitable length of time
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**In addition, pupil participation can be enhanced by applying the following alternative strategies:**

- Inviting pupils to elaborate;
- Making a personal contribution from your own experience;
- Speculating on a given topic;
- Making a suggestion and offering information or making observations on a topic;
- Reflecting on topics;
- Giving own views with justification;
- Clarifying ideas;
- Echoing children's thoughts;
- Non-verbal invitations thorough body language-gestures etc...
- Allow a silent time for thinking.