



Queen Berengaria School

Children are at the heart of all we do

Teaching and Learning Policy

Approved by:

[Name]

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Contents

1. Introduction
2. Aims and Principles for Teaching and Learning
3. Roles and Responsibilities
4. Planning
5. Differentiation
6. Organisation
7. Homework
8. Assessment, Reporting and Recording
9. Monitoring and Evaluation
10. Effective Learning
11. Effective Teaching
12. Assessment for Learning
13. Resources

1. INTRODUCTION

At Queen Berengaria School we are committed to high quality teaching and learning to raise standards of achievement for all children. We believe in the concept of lifelong learning and the belief that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

This policy summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

Our Ethos:

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm, safe, stimulating learning environment that will inspire our children and engage them to produce their best work.
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models.
- providing a fair and disciplined environment, in line with the school's behaviour policy.
- valuing and encouraging every member of our learning community to achieve their goals and be the best they can be.

- sharing and celebrating all personal successes achieved inside and outside of school.
- maintaining the highest standards of teaching and learning within a dynamic, creative and engaging curriculum, which provides exciting opportunities for all and utilises our unique context.
- continuously building positive relationships within our immediate and broader curriculum and developing links with all stakeholders and the wider curriculum.
- ensuring that every member of staff is given continuous professional development in order that good curriculum knowledge and skills results in excellent outcomes for pupils.

2. AIMS AND PRINCIPLES FOR TEACHING AND LEARNING

This Teaching and Learning Policy aims to promote consistency, high standards and development of the whole child. At Queen Berengaria School learning is the purpose of the whole school and is a shared commitment. Education involves children, parents, staff, governors, the community and Defence Children Services. By working together, we aim to:

- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- ensure children develop high levels of literacy, numeracy and ICT skills and confidence to apply these across a broad, balanced, exciting and challenging curriculum;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes who are eager and motivated to learn more each day
- inspire independent young people who are confident, flexible and able to cooperate with others
- imagination and creative expression through a wide range of media
- develop active, responsible and conscientious young citizens of our multi-cultural society who are tolerant and respectful of others' values, contributing positively to the community and society.
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world
- encourage all children to be enthusiastic committed learners who take pride in achievement and have a desire to succeed
- equality of opportunity for all

3. ROLES AND RESPONSIBILITIES

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs.
- fostering and promoting good relationships and a sense of belonging to the school community.
- providing a well-ordered environment in which all are fully aware of behavioural expectations.
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- encouraging, praising and positively reinforcing good relationships, behaviours and work.
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement.
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous.
- be good role models, punctual, well prepared and organised.
- keep up-to-date with educational issues.
- provide clear information on school procedures and pupil progress.
- have a positive attitude to change and the development of their own expertise.
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life.
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health.
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment.
- providing support for the discipline within the school and for the teacher's role.
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme.
- participating in discussions concerning their child's progress and attainment.
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- support the school's homework policy and give due importance to any homework.
- ensuring that all contact addresses and telephone numbers are up to date and correct.

- allowing their child to become increasingly independent as they progress throughout the school.
- informing the school of reasons for their child's absence.
- actively supporting the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep.
- attending school regularly and punctually.
- being organised, bringing necessary equipment, taking letters home promptly, etc.
- conducting themselves in an orderly manner in line with the expected behaviour policy.
- taking increased responsibility for their own learning.

The SGC support, monitor and review the school's policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by reviewing allocation of resources
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- monitor staff development and performance management policies to ensure that they promote good quality teaching
- monitor teaching strategies in the light of health and safety regulations
- monitor the effectiveness of teaching and learning policies through the school self-review processes.

These include the head teacher's reports to SGC and the work of the policy and school improvement committees.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc
- presenting themselves as positive role models to be emulated
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events
- voluntarily helping in the classroom.

4. PLANNING

At Queen Berengaria School we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHCE and RE. We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

At Queen Berengaria School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.

Planning takes place termly, with reference to the National Curriculum 2014, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan. There is strong pupil voice with the School Council taking a key role in forming new class identities and making decisions regarding whole school themes. Long term planning is reviewed annually in the summer term.

Half-termly/Termly plans (Medium Term Plans) are submitted to the Deputy Headteacher and weekly plans for English, Mathematics and foundation subjects are saved to the school server. Plans are based upon previous assessment data, pupil need and subject expectation. Plans for every half term or termly theme are identified on the curriculum map overview.

Short Term Planning – individual lesson planning – will:

- show learning objectives
- show differentiation – e.g by resource, task, outcome (see Differentiation)
- identify steps to success
- indicate the role of the Learning Support Assistant
- outline resources required
- evaluation and identification of next steps learning

5. DIFFERENTIATION

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by: pace; content; task; relevance; resources; extension; autonomy; outcome and teacher/adult support.

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to individual Learning Plans where appropriate.

Pupils with special educational needs (including gifted and talented children) receive support provided in class, by a learning support teacher, 1:1 support or our SENDCO where appropriate. Extra support is given in the classroom from learning support assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

Teachers set individual targets each term per child in English and Mathematics. This is in addition to the formative assessment targets the teachers communicate to the children on a weekly or daily basis where appropriate. Targets are shared with the child and parents to encourage partnerships in learning.

6. ORGANISATION

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc)
- one to one teaching
- conferencing
- collaborative learning in pairs or groups
- independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject.
- book corners will be comfortable and attractive.
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school.
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner.
- pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the class teacher. Volunteer helpers assist

with the many aspects of school life, including supporting reading and providing support for school visits. Volunteers and students are welcomed into school and certain standards of dress and conduct are expected.

Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement.

7. HOMEWORK

Homework is considered to be a valuable element of the learning process. We believe that homework should be set:

- to involve parents in their children's learning.
- to help parents keep abreast of what their child can and cannot do.
- to take advantage of the home context to apply learning.
- to encourage children to talk about their work to their parents and explain what they are doing and how.
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies.
- to prepare children for secondary school experiences of homework.
- to view learning as a life long process and not just restricted to school hours.

The school's agreed practice for homework is that:

- homework is set on a regular basis, for all years, in line with our homework policy.
- homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher.
- homework may sometimes consist of preparation for work yet to be done.
- children should understand exactly what they are expected to do, how to do it, and how long it should take.
- homework should sometimes involve the participation of the parents.
- children who have made insufficient effort during class time may occasionally be asked to complete work at home.

8. ASSESSMENT, REPORTING AND RECORDING

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in their learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. The Multiplication Tables Check (MTC) is a key stage 2 assessment to be taken by pupils at the end of year 4 (in June). Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include: group discussions; short tests in which pupils write answers; specific assignments for individual pupils; discussions in which children are encouraged to appraise their own work and progress; pupil observations and SATs.

Feedback to pupils about their own progress is achieved through discussion and the marking of work. This helps children understand how to improve and comments aim to be positive and constructive. It is often done while a task is being carried out through discussion between child and teacher. Further information can be found in the Marking and Feedback Policy.

Cross phase continuity is ensured by:

- pre-school liaison meetings.
- cross-phase liaison meetings.
- in-school liaison meetings between staff.
- liaison meetings between Year 6 teachers and those from secondary schools.
- visits to secondary schools by Year 6 pupils.
- transfer of pupil records of progress and summative assessment results.

Records of progress kept for each child are:

- updated as a minimum annually by teachers;
- examined by class teachers at the start of each academic year as they prepare for a new class;
- retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

Reporting to parents is done three times a year: twice through parent teacher consultations meetings and once through the annual written report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors and DCS.

9. MONITORING AND EVALUATION

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas. This may be undertaken by the Subject Leaders, Assistant Headteacher, Deputy Headteacher or Headteacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that

are used. Subject Leaders will regularly monitor children's books. Further information can be found in the Monitoring Quality and Standards Policy.

10. EFFECTIVE LEARNING

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective.

We take into account these different forms of intelligence when planning teaching and learning styles. We offer opportunities for pupils to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- whole class, group, paired and independent work
- questioning
- use of ICT/multimedia
- visitors, fieldwork and visits to places of educational interest
- creative activities
- development of thinking skills e.g. hats, keys, philosophical questions
- development of metacognition and self-regulation
- debates, role plays and oral presentations
- designing and making things
- participation in physical activity
- self and peer reflection on what has been learned

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Self-review and peer review strategies are used, as well as planned plenaries throughout lessons to review the key learning objectives and to assess the level of understanding.

11. EFFECTIVE TEACHING

When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum subjects. We use curriculum plans based on the requirements set out in the National Curriculum (2014) and the EYFS Curriculum. These documents set out the aims, objectives and details of what is to be taught to each year group.

We believe children learn effectively when the teacher provides:

- thorough preparation
- shared learning intentions which are clearly understood by the pupils
- innovative teaching

- an atmosphere where children are prepared to take risks
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations
- opportunities to review and reflect on the learning
- opportunities to promote spiritual, moral, social and cultural development
- clear expectations of what pupils will achieve by the end of the session
- appropriate pace to the lesson
- thinking time before answering questions
- open-ended, thought provoking, challenging questions
- support for the learning of pupils with differing abilities, including those with dyslexia or literacy difficulties.
- lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation
- a planned programme of educational visits to reinforce and stimulate learning
- developmental feedback with children understanding their next steps targets and what their learning will look like when they have been successful

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their skills and knowledge. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs (SEN/D) we give due regard to information and targets contained in the children's Individual Learning Logs. We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at Ayios Nikolaos Primary School should be of the highest possible standard.

All teachers establish positive working relationships with the children whom they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. We have a clear rewards and sanctions policy.

Learning Support Assistants and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups. Learning Support Assistants are also fully involved in the support programmes that they may be delivering. Our adult helpers also assist with the preparation and storage of classroom equipment.

All teachers reflect on their strengths and areas of development and plan their professional development needs accordingly. We support teachers in developing their skills, so that they can continually improve their practice.

12. ASSESSMENT FOR LEARNING

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning

process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for learning:

- is part of effective planning
- affects learner motivation
- focuses on how students learn
- promotes commitment to learning objectives and steps to success
- is central to classroom practice
- helps learners know how to improve
- is a key professional skill
- encourages self-assessment
- has an emotional impact by promoting self-esteem
- recognises progress from child's previous best

We use these strategies to link assessment to high quality teaching and learning:

- Evaluation of one session's planning informs next sessions plan
- Use of data from formal assessment to inform planning and setting
- Improvement time: children are given back work with suggestions as to how part of it might be improved, then allowed planned improvement time.
- Conferencing with pupils to discuss progress and next step targets.
- Observations/ Feedback from additional adult

14. RESOURCES

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand.
- all children know where classroom resources are kept and the rules about their access and use.
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate.
- the library is a valued resource and used appropriately.
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste.

At Queen Berengaria School the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

Time is a resource that we value. To maximise its use:

- as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time.
- opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives.
- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities.
- all children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.

Health and Safety issues are the responsibility of all who work in the school. Two members of staff are nominated as Health and Safety representatives and all problems should be reported to them. These are the Headteacher and Site Manager.

15. LINKS WITH OTHER POLICIES/ DOCUMENTS

This policy links with DCS Directives and school policies on:

- Curriculum
- Assessment
- Home School Agreement