

# Sutton Veny CofE Primary School

## Teaching and Learning Policy



**Together**, through **friendship**, in **peace** and with **courage**, we reach for the stars.

Colossians 3:12: '**clothe yourselves** with **compassion, kindness, humility, gentleness** and **patience.**'

At Sutton Veny Primary School we want the very best for every child and so we provide an environment where they can thrive, succeed and fulfil their potential. The quality of teaching is the most important factor in securing progress and positive outcomes for our children. As a result, we are committed to improving our practice and developing the pedagogical approaches of our staff, so that teaching and learning continues to develop and improve, so that we can achieve our aim of providing the best possible outcomes for the children.

### **Our aims are ...**

- to give children the best possible education
- to help every child to thrive and fulfil their potential
- to develop the positive qualities, attitudes and behaviours that will help the children succeed in life
- to provide a safe, encouraging and supportive environment for learning.

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

- are motivated and engaged
- feel valued and respected
- are resilient, confident and have high self-esteem
- develop pride in their achievements
- are given opportunities to apply the knowledge and skills they are taught
- have clear routines and structures in place
- have the opportunity to reflect and evaluate
- make positive contributions
- are supported and challenged appropriately
- listen and engage effectively
- have a sense of ownership over their learning
- discuss their ideas and views with others
- are praised and encouraged
- are given constructive feedback.

### **We believe highly effective teaching takes place when teachers ...**

- have a passion for teaching and learning
- are well-planned, organised and well-resourced
- have high standards of the children's conduct and learning behaviour
- develop positive relationships with the children
- have high expectations of what children can achieve
- plan thoroughly and set clear objectives for each lesson
- have excellent subject knowledge and pedagogical understanding
- can adapt their teaching strategies effectively
- question pupils effectively
- engage and involve pupils to maintain their interest
- provide clear instruction, models and scaffolds to help the children to understand concepts
- set clear, realistic targets to promote progress
- use assessments to identify pupils' strengths and difficulties
- work collaboratively and share best practice
- are self-reflective and eager to improve their own practice
- are motivated and supported to innovate and develop their own practice
- have access to high-quality professional development.

## **Principles of High-Quality Teaching and Learning**

### **Pedagogical Approaches**

At Sutton Veny School we have developed a shared and agreed set of principles that underpin highly effective teaching and learning (see Appendix 1). These principles have been developed in collaboration and through engagement with evidence-based research around what constitutes effective teaching and learning, including current educational research into cognitive science and how children learn. These shared beliefs support our approach to professional development and ensure there is consistency in our principles about what contributes to highly effective teaching and learning.

As a school, we are fully committed to creating a professional learning culture for all staff, so that every member of staff continues to improve for the benefit of the children whom we serve. Staff are encouraged to take ownership of their own professional development, by identifying aspects of their practice that they would like to develop, or improve. A culture of reflective practice allows staff to regularly reflect on, and share, their practice in a collaborative manner, with other members of staff. This allows us to develop our practice within a supportive, trusting and positive environment, where we can all learn from each other as we aim for the highest expectations and standards across the school. Staff demonstrate a collective responsibility to developing the quality of teaching and learning.

### **Core Skills and Learning Behaviours**

As a school, we have developed and agreed on a set of core skills and learning behaviours that will support the children to learn and succeed. These will not just support their academic development, but will help them to be successful. These skills and behaviours are enduring and will transcend the time they will spend at Sutton Veny School and will enable them to succeed in the next phase of their education and in life. Teaching staff will explicitly teach these learning behaviours to the children and value these as important qualities, attitudes and behaviours that will help our pupils to develop into well-rounded and successful young people. These have been organised in to the following three groups:

#### **A: Active Learning**

- To show a positive attitude and desire to learn
- To collaborate with others
- To show resilience, perseverance and value effort
- To be reflective in learning and life

#### **B: Basic Skills**

- To communicate clearly and confidently
- To read and communicate ideas in writing efficiently and effectively
- To calculate efficiently, think mathematically and reason confidently
- To solve problems and overcome challenges

#### **C: Creative Thinking**

- To ask questions and show curiosity
- To be creative and imaginative
- To think critically about concepts and ideas
- To connect ideas and experiences together

### **Classroom Climate**

Class teachers are responsible for creating and maintaining a classroom climate that provides the optimum environment for effective teaching and learning to take place. At Sutton Veny, we have identified four foundations (see Appendix 1) that teachers should be aware of, develop and embed to ensure their classroom climate provides a stimulating, encouraging and enriching environment in which all children can learn. These four foundations are:

- Motivation
- Metacognitive Approaches
- Behaviour Management
- Classroom Environment

**Motivation** encompasses how class teachers inspire and encourage the children in their class, through their enthusiasm, their passion and their own attitudes towards learning. Creating a fair environment, where praise and rewards are used consistently, have a positive impact on the children's levels of motivation.

**Metacognitive approaches** refer to the explicit learning behaviours that we teach the children to help them achieve success. These qualities, attitudes and behaviours are not constrained to academic progress and achievement, but are enduring and will help the children succeed beyond their time at Sutton Veny School. They will help them succeed in life and as citizens of modern-day Britain.

**Positive behaviour management** strategies enable teaching staff to support the children's conduct and learning behaviour, so that effective learning can take place. Positive relationships, consistent routines and systems and high expectations form the basis of effective behaviour management. Self-management and consistency of all members of staff help the school to implement its behaviour policy effectively.

**The classroom environment** plays an important role in the overall 'feel' of each classroom. Careful consideration is given to seating plans and the physical arrangement of tables and furniture. Class displays are vibrant, attractive and celebrate the children's work. Teaching resources and scaffolding techniques are carefully selected to support the children's learning. Teachers keep their classrooms organised, tidy and well-presented to model these behaviours to the children.

## **Approaches to Planning**

### **Curriculum Planning**

At Sutton Veny School, we have a whole school curriculum overview in place to ensure that our school's curriculum is mapped out and sequenced effectively, so that it ensures progression and engineers success for the children. Each subject area has its own detailed curriculum map, which maps out the learning journey for the children. Our curriculum maps are supplemented with the topic-based and disciplinary knowledge that the children will acquire throughout their educational journey at Sutton Veny.

We have three interconnected levels of planning and consistent formats are in place across the school. Copies of all teachers' planning is stored on the school server in class files.

### **Long Term Planning**

Class teachers produce an annual overview for all the core and foundation subjects. This allows class teachers to make valuable links between different areas of the curriculum, which supports the children's understanding and schema development. The school uses blocked/themed weeks, educational visits and visitors into school, to enrich the children's experiences and to ensure the ambition and breadth of the national curriculum is delivered effectively.

### **Medium Term Planning**

A planning format is used to enable teaching staff to plan the content for each subject and sequence the knowledge that the children will acquire through a unit of work. This outlines what will be taught and when it will be taught. These medium term plans also highlight the learning activities the children will engage in to meet the objectives for each lesson. Any level of support, or challenge is made explicit, which ensures that resources are deployed effectively to ensure that the children have the best chance of meeting the objectives set.

### **Weekly Planning**

Each class has a weekly timetable, which is displayed in the classroom and is also available on the class page on the school website. Teachers use the school planning formats to produce weekly plans in English and mathematics. The planning formats that have been developed throughout the school are adapted by staff, as appropriate, to suit the age group taught.

## **Partnership between Home and School**

As a school, we firmly believe that if the children are to realise their potential, there must be a positive and effective partnership with home. Parents and carers are encouraged to be fully involved in all areas of school life, as we fully understand the positive impact that they have on their child's engagement, their personal development and their academic achievements. A positive and effective relationship between home and school improves a child's chances of achieving success; this has a positive impact on their outcomes and, therefore, their life chances. To ensure that parents and carers are fully involved in their child's education, the school provides the following opportunities:

- class 'back to school night' at the beginning of the school year
- class 'learn along' sessions
- term 1 parent appointments
- curriculum evenings
- annual reports in term 3
- term 4 parent appointments
- end of year assessment and profiles
- term 6 parent appointments
- school volunteers (parent readers, supporting school events, visits and trips)
- involvement with friends of Sutton Veny school (our parent-teacher association)
- involvement in celebration assemblies
- providing feedback (annual reports, questionnaires, meetings)
- termly and newsletters and updates.

## **Celebrating Successes and Achievements**

The children's work and achievements are valued and celebrated in the following ways:

- through the use of classroom and school displays, which reflect the children's effort and achievement.
- activities and class assemblies, sharing and presenting their work to an outside audience.
- the opportunity for every child to be 'Special Person' in their class and present an item of work in our weekly Celebration Assembly.
- making links and sharing work with local businesses, or within the local community.
- participation in local events, enabling children to recognise the importance of contributing within the local community.

## **Teaching Partners**

The role of teaching partners is to help teachers make sure that each child makes as much progress as possible during each lesson. They should be planned for and briefed about each lesson and their role within it. They should know what the children are going to learn and the activities that they will engage in to help them achieve the objectives set.

During the teaching phase of the lesson, support staff will work with any children that need support to access the curriculum, or those children who may have certain barriers that affect their capacity to engage, or learn at the same pace as their peers. They may also work to provide further challenge for pupils that are ready to deepen their knowledge and understanding. Teaching partners play a key role in supporting individuals, or groups of children, to maximise their academic and personal development. Therefore, support staff should promote positive learning behaviours and promote independence, rather than dependence on their presence.

When a teaching partner is guiding a group, or working with individual children, they should:

- have high expectations of all children
- promote and model the learning and thinking process
- remind the children of their prior knowledge
- prompt shy or reticent children
- encourage and motivate the children

- break tasks down into manageable steps
- model or scaffold key concepts
- correct any misconceptions
- question the children effectively
- provide clear instruction
- translate, or explain, key vocabulary
- help children to use specific learning resources
- provide appropriate feedback to the class teacher.

### Monitoring and Evaluating Teaching and Learning

The school has clear systems and processes for monitoring the quality, and impact, that teaching has on the outcomes for the children. School leaders, at all levels, have key responsibilities throughout the year. Subject leaders are accountable for developments within the areas of the curriculum that they lead. This includes meeting the outcomes on the subject leader plan and they are required to share their priorities and progress towards them with governors. Working with governors allows them to demonstrate the progress that they have made and the impact of this on the children and the school. The school’s monitoring schedule ensures that core subjects are monitored annually and that the implementation of school development priorities are also monitored.

Staff training and professional development meetings include moderation of work and enable subject leaders to evaluate the quality of education and the outcomes that the children achieve within different subject areas. Planning is regularly shared and reviewed at Key Stage and whole school meetings. Members of the SLT in the school inform judgments on the quality of teaching and learning throughout the school by lesson observation and informal monitoring of standards.

Teaching and learning is monitored using the following activities:

- Learning walks
- Focused lesson visits
- Impact of assessment and feedback
- Analysis of planning
- Peer lesson visits
- Pupil voice
- Book looks
- Pupil progress meetings
- Analysis of school assessment data
- Statutory assessment data

### Other Related Policies

- Special Education Needs and Disability Policy
- Equality Information Objectives
- Assessment and Feedback Policy
- Subject Specific Policies

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## Appendix 1

### Principles of High-Quality Teaching and Learning

Highly effective teaching and learning is dependent on ...

<p><b><u>Considered Planning</u></b></p> <ul style="list-style-type: none"> <li>Sequenced &amp; progressive</li> <li>Layer of planning</li> <li>Big Concepts</li> <li>Small Steps</li> <li>Clear Objectives</li> <li>Defined Outcomes</li> <li>Visualising lessons</li> </ul>	<p><b><u>High-Quality Questions</u></b></p> <ul style="list-style-type: none"> <li>Checking for understanding</li> <li>Think, pair, share</li> <li>Think, see, wonder</li> <li>Probing Questions</li> <li>Cold calling</li> <li>Higher order questions</li> </ul>	<p><b><u>Building on Prior Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Revisiting</li> <li>Building on what is already known</li> <li>Sequencing</li> <li>What has stuck</li> <li>Pre-teaching</li> <li>Subject knowledge</li> </ul>
<p><b><u>Applying Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Guided practice</li> <li>I do, we do, you do</li> <li>Independent practice</li> <li>Fluency and automaticity</li> <li>Higher order thinking tasks</li> <li>Problem solving</li> <li>Reasoning</li> </ul>	<p><b><u>Purposeful Discussion</u></b></p> <ul style="list-style-type: none"> <li>Effective talk</li> <li>Paired discussion</li> <li>Vocabulary development</li> <li>Active listening</li> <li>Peer discussion</li> <li>Explanations</li> <li>Responding to others</li> </ul>	<p><b><u>Accurate Assessment</u></b></p> <ul style="list-style-type: none"> <li>AFL strategies</li> <li>Reflective Thinking</li> <li>Formative &amp; Summative</li> <li>Misconceptions</li> <li>Informal checks / quizzes</li> <li>Informative</li> <li>Peer/self-assessment</li> </ul>
<p><b><u>Effective Modelling</u></b></p> <ul style="list-style-type: none"> <li>Worked examples</li> <li>Modelled answers</li> <li>Visual representations</li> <li>Physical resources</li> <li>Peer models</li> <li>Modelling processes</li> <li>Modelling thinking</li> </ul>	<p><b><u>Explicit Instruction</u></b></p> <ul style="list-style-type: none"> <li>Effective feedback</li> <li>Purposeful marking</li> <li>Clear explanations</li> <li>Consistent use of language</li> <li>Check for understanding</li> <li>Providing examples</li> </ul>	<p><b><u>Appropriate Support and Challenge</u></b></p> <ul style="list-style-type: none"> <li>Scaffolding</li> <li>Peer support</li> <li>Adult deployment</li> <li>Groupings</li> <li>Removing barriers</li> <li>Challenge / comfort zone</li> <li>Technology</li> </ul>



### The foundations that underpin a highly effective classroom climate ...

<b><u>Motivation</u></b>	<b><u>Metacognitive Approaches</u></b>	<b><u>Behaviour Management</u></b>	<b><u>Classroom Environment</u></b>
<ul style="list-style-type: none"> <li>Inspiration</li> <li>Enthusiasm</li> <li>Passion</li> <li>Encouragement</li> <li>Reward</li> <li>Praise</li> <li>Fairness</li> <li>Intrinsic and Extrinsic</li> </ul>	<ul style="list-style-type: none"> <li>Plan, monitor and evaluate</li> <li>Self-regulation</li> <li>Self-reflection</li> <li>Explicit learning behaviours</li> <li>Valuing effort / thinking</li> <li>Learning from mistakes</li> <li>Self-efficacy</li> </ul>	<ul style="list-style-type: none"> <li>Expectations &amp; Standards</li> <li>Positive relationships</li> <li>Pitch of Work</li> <li>Engagement</li> <li>Positive reinforcement</li> <li>Routines &amp; Systems</li> <li>Calm &amp; purposeful</li> <li>Consistency</li> </ul>	<ul style="list-style-type: none"> <li>Physical Environment</li> <li>Attractive displays</li> <li>Tidy and orderly</li> <li>Well-resourced (accessible)</li> <li>Seating plans</li> <li>Scaffolding on walls</li> <li>Uncluttered</li> </ul>