

# Darley Primary School: Policy for Teaching and Learning

Policy completed: January 2009

Co-ordinator responsible: Mr Nick Coates

Date of next review: January 2016, January 2017

## How this Policy was Developed

This policy was developed from consultation with staff, governors, parents and various external bodies.

It takes full account of the school's legal obligations, noted in DFE and other materials.

## School Context

Darley Primary School has around 50 pupils on roll. It is situated in the picturesque Nidderdale village of Darley and serves a wide and diverse community. The school population is made up of British, American and a small minority of ethnic children. Many of our children's parents work on the nearby RAF base at Menwith Hill and are often here on a three year tour of duty. This however can change due to global military need and as a result many of our children are highly mobile.

## Rationale

Our teaching across all subjects is consistent. The teaching and learning process includes a strong emphasis on routines, positive behaviour management, social and emotional aspects of learning (SEAL) and the RADLEY Code (see Values, below, and the Policy for Behaviour Management).

This means that learning can take place in a safe environment: an environment which contributes positively to the rounded development and achievements of our pupils, and one which allows learners to demonstrate their knowledge and understanding, and to 'take risks' in their learning.

The consistency across all teaching means that separate policies for all subjects are redundant. We promote the same values, using the same behaviour management techniques, with consistent planning and assessment strategies throughout the curriculum. As a result, this policy covers all teaching and learning. However, because of their core status, there are complementary policies for English, Mathematics and Science, and because of their sensitive nature, there are complementary policies for Personal, Social and Health Education, Drug Education, Sex and Relationship Education and Religious Education.

Aspects of the policy overlap with other areas eg Performance Management.

## Values

The aims and objectives of Darley Primary School (see Appendix 2) form the values which underpin all our work in school, including Teaching and Learning. These closely correspond with the National Curriculum Values, Aims and Purposes and with the Every Child Matters agenda (Five Key Outcomes).

In addition, our RADLEY Code is contained in the Behaviour Management Policy. It acts as a summary of our values, aims and objectives, and permeates the actions (including teaching and learning) of everybody in school.

At Darley, we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Our teaching aims to equip children with the ability to make informed choices about the important things in their lives through the acquisition of:

- skills
- knowledge
- attitudes
- understanding

We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

**Excitement – Friendship – Happiness – Co-operation – Determination**

### **Aims: Effective Teaching**

This Teaching and Learning Policy is intended to promote consistency and high standards and the achievement of the school aims.

At Darley, we aim to provide a caring, supportive and stimulating environment through which to foster:

- a high level of literacy and numeracy
- an enquiring mind which wants to learn more each day
- effective links between the school, the child's home and the community which promote aspiration and high expectations
- equality of opportunity for all
- imagination and creative expression through a wide range of media

We also place great consideration on children's Social and Emotional Aspects of Learning (SEAL): empathy, self-awareness, managing feelings, social skills and motivation. This includes:

- independent young people who are confident, flexible and able to cooperate with others
- conscientious young citizens of our multi-cultural society who are tolerant and respect others' values
- pride in achievement and a desire to succeed
- motivation – a desire to do the best we can

Ofsted criteria used to assess teaching and learning provides a useful description, forming a guide to teachers' roles and responsibilities, aspiring to outstanding in their work (Appendix 3). The criteria also aid lesson observations, used as one way to assess teaching and learning.

### **Planning**

We recognise that a key part of effective teaching and learning is planning:

- long-term plans: at Foundation stage 2 year cycle, at KS1, yearly; at KS2, based on a two-year cycle
- medium-term plans: Foundation stage based on the EYFS 'Development Matters', KS1/KS2 based on a term / half-term / topic (sometimes QCA Schemes are used as a basis; in RE, local syllabus programme)
- short-term plans: weekly plans for literacy and mathematics are completed; weekly notes for other subject areas may also be made (using various formats eg annotations on medium-term plans, timetable, daily notes)

For literacy and mathematics, Primary Framework materials are used to support planning.

Available to staff are recommended weekly planning frameworks for literacy and mathematics. However, planning is a process to aid teaching and the planning process can be personalised. If staff prefer to use amended or alternative frameworks, they ensure that all elements of the recommended document are included.

### **Assessment**

See Assessment Cycle (Appendix 4). Also, Marking Policy.

### **Equality of Opportunity**

Darley Primary School strives to ensure equality of opportunity in the learning and teaching process. Equality of Opportunity is given a high priority in our Values, Aims and Objectives (Appendix 2).

#### **Child Protection and Confidentiality**

It is the responsibility of Darley Primary School to support its pupils but no individual should guarantee a child absolute confidentiality. If there are any disclosures made which raise concerns, the teacher must refer to Child Protection protocol by consulting with the Headteacher or the Child Protection Officer who will advise or act upon the concern. Under the Children Act 1989, adults "*may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare*".

See Child Protection Policy.

## **Display**

We believe that the purpose of classroom display is to support pupil's learning, and this may be achieved in a number of ways (Appendix 5).

## **Resources**

Quality resources reflect the importance of the teaching and learning process and enhance the enjoyment of all those concerned, presenting a positive image of learning for our children. Regular investment is made to ensure plentiful availability of modern resources, particularly cutting-edge ICT equipment. Additionally, we have a wide-range of historical artefacts.

Resources may be stored in classrooms or age-specific storage areas, and there are central storage areas for shared resources.

## **Aims: 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:

- visual, auditory, kinaesthetic
- individual, paired, group and whole class work
- structured and open-ended tasks

We encourage children to:

- take responsibility for their own learning
- be involved as far as possible in reviewing how they learn
  - what helps them learn and what makes it difficult for them to learn
- considering what they need to learn next

Self review and peer review strategies are used, as well as planned plenaries at the end of lessons to review the learning objectives and to assess the level of understanding, and to consider next steps.

A list of activity examples is in Appendix 5.

## **Roles and Responsibilities**

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher most frequently assesses teaching and learning through lesson observations, often with subject leaders.

### **The Governing Body**

The Governing body, in co-operation with the Head Teacher, determine, support, monitor and review the school's policies. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that the school buildings and premises are effective in supporting successful teaching and learning
- ensure that staff development and performance management policies 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 Headteacher's reports to governors and the work of the curriculum and school improvement committees)

### **The Teacher**

Teachers are expected to plan, prepare, teach and assess (formatively and summatively) effective lessons which meet the needs (academic, social and emotional) of learners in their class. They do this with consideration of the school's aims, values, School Development Plan, policies and other national, local and whole-school / key stage / age range requirements and initiatives.

Teaching children is a whole-school process and all teachers are sensitive to each individual pupil's needs.

All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. Darley Primary School supports teachers in developing their skills, so that they can continually improve their practice.

**Excitement – Friendship – Happiness – Co-operation – Determination**

Ofsted criteria (Appendix 3) is a useful description of a teacher's responsibilities.

### **The Teaching Assistant**

Teaching Assistants are deployed in a variety of ways: supporting individual children, working with small groups and occasionally leading sessions (eg to allow KS1 Planning, Preparation and Assessment time). They are also fully involved in the delivery of support programmes (see SEN Provision Mapping).

Teaching Assistants also assist with classroom management: preparation of resources, displays, etc.

### **Children**

As with everybody in school, children are expected to follow our RADLEY Code (see Policy for Behaviour Management). If they do so, they demonstrate the right skills, attitudes and feelings for effective learning.

In addition to informal, on-going dialogue, there are formal mechanisms in place to collect the views of children:

in the Autumn term every two years, pupil views are comprehensively sought on a variety of aspects of their school through discussion with the school council;  
frequently during the school year, views are sought on particular areas, based on the School Development Plan, through school council feedback;  
at Key Stage 2, children have the opportunity to express thoughts and feelings about their learning at least twice in the year in written format (Pupil Feedback forms).

### **External Agencies**

Darley Primary School is committed to a holistic educational process. To this end, we make use of various agencies, events and individuals as supporters, not replacements, of teachers. We involve a wide range of representatives to talk to the children, such as:

- school nurse
- local police and fire service
- Crucial Crew/DARE
- Y5/6 residential staff
- various topic-related visitors eg dentist

Because of the relatively high proportion of learners with Special Educational Needs, Darley Primary School works closely with local authority specialist support. Contact with these agencies is made through our SEN Co-ordinator (see Policy for SEN).

A holistic approach to the educational process also entails being actively employed in the initial teacher training of students. Students are expected to fulfill their work following the relevant roles and responsibilities (see those of teachers, above). Teachers benefit too: students present opportunities to reflect on teaching and learning styles, for example.

### **The Parents**

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning and confidence at school. Some methods in place are:

- parents' consultation meetings with teachers are held to discuss progress and strategies for further improvement
- termly leaflets informing parents of curriculum targets with activities
- occasional presentations / workshops where parents are invited to develop their understanding of certain aspects of the curriculum eg written calculations, spelling
- school newsletters which review the term's teaching and learning and provides an overview of the forthcoming term
- a detailed school report which outlines the child's achievements, attainment, areas for development and interests during the year; parents may discuss any concerns they have with teachers
- information about homework expectations is provided at the start of year and is included in Reading Records and / or homework books which are sent home

As children begin at Darley, they follow an induction process which gradually introduces the child to their new teacher and class and to the sort of experiences they will be having in the Foundation Stage.

**Excitement – Friendship – Happiness – Co-operation – Determination**

Parents' views about teaching and learning are sought at least twice in the year: during the Autumn term parents evening and following annual reports.

Parents are responsible for ensuring that children attend school promptly and regularly. Holidays during term time are discouraged as these interrupt the child's progress and they miss important work and may fall behind.

Parents are asked to inform the school of any absence on the first day (telephone answer phone available) so that we know that they are safe at home.

Many parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of all ages. All school helpers are required to undertake a CRB (Criminal Record Bureau) clearance before starting work.

### **Monitoring and Evaluating**

Through lesson observations, teaching is regularly evaluated by the Headteacher, using Ofsted Criteria (Appendix 3) and referring to Every Child Matters Key Outcomes and Social and Emotional Aspects of Learning. Also involved are the SENCO and core subject leaders. The views of students and teachers are used to make changes and improvements on an ongoing basis. (See Performance Management Policy, including Lesson Observation Form.)

Learning is also regularly evaluated. This is done as part of a formal lesson observation and through various other means, such as:

- work scrutiny
- mid-year assessment analysis (ie using Mapping Against Potential Grids)
- end-of-year assessment analysis (ie using Assessment Tracker and Assessment Grids)
- progress towards IEP targets

### **Appendix 1: References**

This policy was compiled with reference to:

The National Curriculum: Handbook for primary teachers in England (2014) DfE

### **Appendix 2: Values, Aims and Objectives**

The aims and objectives of Darley Primary School are listed below.

- To inspire learning
- to create a happy, friendly and welcoming environment for everyone in our school community
- to ensure that all children have equal access and opportunity to participate in every aspect of school life
- to promote and value high standards and high levels of attainment through a curriculum which values individual achievement
- to encourage children to make positive and responsible choices in their attitudes and actions
- to develop self-esteem, ambition and pride
- to encourage co-operation and the Radley code
- to provide a wide range of experiences which encourage an enthusiasm for learning
- to encourage sound links between school, parents and the wider community.

**Excitement – Friendship – Happiness – Co-operation – Determination**

**Appendix 3:  
Evaluation of Teaching and Learning – Ofsted Criteria**

Aspect	Outstanding	Good	Satisfactory	Inadequate
Learners' progress	Exceptionally good progress	Virtually all learners make good progress	Most learners make expected progress	Generally, or particular groups, do not make adequate progress
Challenge: expecting the most	Suitably challenging for every learner	Stretches without inhibiting	Sufficient for groups most of the time	Often wrongly pitched
Assessment informing planning and target-setting to meet individual and group needs	Thorough assessment and careful planning provides suitable challenge for every learner	Thorough and accurate assessment informs learners how to improve; work closely tailored to full range of learners' needs; learners guided to assess their own work	Adequate assessment to monitor progress and plan; learners know what to do to improve	Not frequent or accurate enough to monitor progress or understand learners' needs; learners do not know how to improve
Learners' behaviour: attitude, interest and engagement	Thrive as a result of teaching	Show good attitudes and engagement; any unsatisfactory behaviour managed effectively	Enjoy their work; motivated to do well	Do not enjoy their work; behaviour often inappropriate and not adequately managed
Teaching method and encouragement of learners	Enthuse and extend learners; evident interest of teacher	Inform learners how to improve; confident in their teaching styles	Enthuse and extend learners	Do not sufficiently enthuse and extend learners
Additional learning needs: equality of opportunity, inclusive practice	Enthuse and extend these learners	Work well matched to their needs based on good diagnosis	Work is appropriate	Learners do not know well enough how to improve
Subject knowledge	High levels of expertise, well pitched with suitable challenge	Good subject knowledge lends confidence to teaching styles	Secure knowledge of curriculum and course requirements	Inadequate
Independent learning (inc homework)	Degree of independent learning; enthuse and extend learners	Extension and project work encourages the skills and confidence needed for independent learning	Includes opportunities for independent learning	Not enough independent learning or learners extremely passive
Available support	Well directed TAs, paired and joint teaching, strongly supports learning	TAs (+ others) well deployed to support learning; good relationships support parents / carers to help learners succeed	Arrangements are in place to enable TAs and parents / carers to support learners	TAs and parents / carers are inadequately utilised to support learners
Resources (inc ICT)	Methods and use of resources enthuse and extend learners	Good range of carefully chosen resources support learning	Range of resources encourage and engage learners	Resources do not sufficiently encourage and engage learners

Planning: learning objectives, time keeping, suitable teaching, support strategies	Careful; based on thorough assessment; very well pitched; suitably challenging for every learner	Based on thorough and accurate assessment; tailored to differing capabilities	Level of challenge sufficient for groups most of the time; based on adequate assessment	Level of challenge is often wrongly pitched; based on infrequent and inadequate assessment
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**Appendix 4:  
Cycle of Assessment, Target-Setting and Planning**

Autumn Term 1	Autumn Term 2
<p>Nursery / Reception: Begin or update Foundation Stage record Individual targets: Plan and record for term (discuss in guided sessions); disseminate home Writing: complete and level half termly IEP targets: Review and set new On-going records: update as necessary</p>	<p>Nursery / Reception: Begin or update Foundation Stage record Writing: complete and level half termly Reading: teacher assessment Maths: teacher assessment Individual record sheets: update</p>
Spring Term 1	Spring Term 2
<p>Nursery / Reception: Begin or update Foundation Stage record Individual targets: Plan and record for term (discuss in guided sessions); disseminate home Writing: complete and level half termly MAP Grids: up-date for Reading, Writing and Maths SEN: Wave 2 / 3 provision identified using MAP Grids (inc Booster); review SEN provision IEP targets: Review and set new On-going records: update as necessary</p>	<p>Nursery / Reception: Begin or update Foundation Stage record Writing: complete and level half termly Individual record sheets: update</p>
Summer Term 1	Summer Term 2
<p>Nursery / Reception: Begin or update Foundation Stage record Individual targets: Plan and record for term (discuss in guided sessions); disseminate home QCA assessments: (inc Y1 formal in-school assessment); May MAP Grids: Record children's levels in Reading, Writing and Maths; assessment data analysed by English and Maths Leaders Whole School Trackers: Record children's levels in Reading, Writing and Maths; assessment data analysed by Assessment Co-ordinator IEP targets: Review and set new Reports: begin annual to parents for all children</p>	<p>Nursery / Reception: Update Foundation Stage record / profile Individual record sheets: update Whole-school curriculum targets: establish for subsequent year using May assessment data Staff deployment: establish for subsequent year using May assessment data Foundation Tracker: Level foundation subjects for all children Reports: complete annual to parents for all children; send home On-going records: update as necessary</p>

**Appendix 5:**

Some activities that are regularly used to promote effective learning:

investigation and problem solving	watching / listening to recorded material
research and finding out	creative activities
participation in physical activity	designing and making things
reflecting on what has been learned	use of the computer
debates, role plays, oral presentations	fieldwork and visits to places of educational interest

Some priorities to ensure effective teaching:

thorough preparation	appropriate pace to the learning
shared learning objectives which are understood by the pupils	an atmosphere where children are prepared to take risks
clear expectations of what pupils are expected to achieve by the end of the session	lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations
open-ended, thought-provoking, challenging questions	opportunities to review and reflect on the learning
support for the learning of pupils with differing abilities	thinking time before answering questions
	developmental feedback and constructive criticism of pupil's work (on paper, this would

Displays: Displays cover a variety of objectives to support teaching and learning: facilitate learning; keeping what has been learnt in mind; celebrating success; raising expectations; clarifying routines; encouraging independence; inclusive classrooms.

Displays could contain the following:

interactive	lesson objectives
asking questions	relevant to topics / targets
key vocabulary	memory aids
displaying good work	celebrations of success and rewards
targets	class and school rules
visual timetables	references to social and emotional aspects of children's learning
specific literacy prompts	specific mathematics prompts