**Rainow Primary School**

***Caring, Learning, Achieving.***

**Teaching and Learning Policy**

**Member of staff responsible: Headteacher**

**Governor Committee: Teaching and Learning**

**Date approved by the governors: Autumn 21**

**Date to be reviewed: Autumn 24**

**Introduction**

Teaching and learning is at the heart of school life. It is the means by which we offer and put into practice our curriculum which is broad and balanced, meeting the requirements of the National Curriculum, Religious Education and Collective Worship.

This policy seeks to:

* Meet the needs of pupils more effectively by offering best practice approaches to teaching and learning and use of resources which are consistent across the school.
* Meet the needs of staff by offering developmental opportunities aimed at the extension and enhancement of teaching repertoires.
* Meet the need to retain the best features of educational practice when seeking to implement the school curriculum.

**Aims**

Learning

Our aims for *Learning* are that all children will:

* Become confident, resourceful, enquiring and independent learners.
* Maximise their potential across the whole curriculum.
* Enjoy learning and become lifelong learners, including developing their awareness and understanding of metacognition and ‘*learning how to learn*.’
* Be able to use their initiative and view mistakes and failure as a pathway to improvement;
* Develop their tolerance and understanding, and be able to demonstrate respect for the rights, views and property of others – helping them develop into positive 21st Century Citizens.

Underpinning our *Learning* aims are our core Rainow Learning Values:

*Curious and Inquisitive*

*Cooperative Team Player*

*Resourceful and Independent*

*Reflective*

*Determined and Resilient*

*Ready and Willing to Learn*

Teaching

Our aims for *Teaching* are that all staff engaged with teaching will:

* Have a full understanding of their professional duties and the statutory framework within which they work.
* Contribute to the development, implementation and evaluation of the policies and practices of the school, and be involved in shaping the criteria for effective Teaching and Learning.
* See themselves as adult learners with a will to enhance their own professional development, including keeping up-to-date with current educational research and with effective, evidence-based teaching and learning strategies.
* Accept that only the very best teaching is good enough for our children.

**The Curriculum**

We aim to provide an innovative, relevant and creative curriculum, developed and delivered with high expectations for progress.

Our curriculum is designed to meet the needs of every pupil, encouraging them to ‘Care, Learn and Achieve’. We believe first and foremost that the curriculum must be relevant and inspire curiosity and a desire in the children to want to know and achieve more. Our Rainow Learning Values underpin all that we do at Rainow and we aim to develop these positive traits in all of our community. Our curriculum is everything that is planned and organised in order to promote learning, personal growth and development. Children are given the opportunity to build knowledge, skills and understanding whilst learning in an engaging, cross-curricular and enjoyable way. It includes not only the statutory requirements of the National Curriculum but also the wide range of extra-curricular activities and opportunities which enrich the children’s school experience. It includes the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave. We strive to capitalise on the school’s unique rural location, and we promote musical, sporting and artistic opportunities together with academic achievement so that all children leave Rainow having found success and confidence in their own well-being, social, emotional, physical and spiritual needs. At Rainow we support children to grow into kind and considerate people, who can work and co-operate with others.

**Agreed Characteristics of Effective Teaching and Learning**

These characteristics need to be referred to when planning all teaching activities.

**Pupils’ Learning should, where possible:**

* be relevant, interest and excite the learner, taking into account pupils’ own experiences, starting points and interests;
* offer planned and sequential opportunities to work individually or as a member of a co-operative group;
* encourage and enable them to play an increasing role in planning and organising their own learning;
* involve quality interaction with the teacher;
* enable them to have first-hand experience and engage in investigative work rather than be passive recipients of a body of knowledge;
* encourage and enable them to communicate their findings in a variety of ways and produce work for a variety of audiences;
* involve them in the planning and assessment of their own learning;
* involve the selection of appropriate materials and tools;
* use modern technology to enhance teaching and learning;
* provide opportunities to utilise the outdoor environment;
* be planned according to clear learning objectives, success criteria and outcomes;
* be long-lasting, including regular planned revisiting and reinforcement;
* be celebrated, encouraged and rewarded;
* develop self-esteem and resilience, though carefully chosen learning episodes to support and extend their learning;
* offer opportunities for pupils to reflect on teaching and learning, specifically factors which help or hinder their progression;
* allow time for practice and application of knowledge/skills/concepts gained - in line with the school philosophy that:

*Plentiful, Purposeful, Practice, Makes Permanent.*

**The Learning Environment should:**

* be tidy and self-servicing - to enable pupils to take increasing responsibility for the organisation and care of learning resources;
* use available space and learning resources to best advantage;
* have the necessary resources for learning which are effectively stored and accessible;
* have interactive and stimulating displays which reflect the current topics. Working walls displaying evidence of the learning process should be in evidence in all classrooms;
* have displays of child's work throughout the year to celebrate achievement;
* be governed by an agreed set of rules for all activities;
* foster co-operative and collaborative learning and good working relationships;
* provide regular opportunities for pupils to develop their ideas through independent inquiry, including extension/consolidation activities;
* set a standard of quality which provides pupils with high expectations, positive attitudes and good role models;
* have the flexibility to adapt to whole class, group and individual learning;
* enable pupils to use technology effectively as an aid to, and to enhance learning;
* be inclusive, safe and caring.

**The Teacher should:**

* Maintain good discipline through mutual respect. We make a special effort to establish good working relationships with all children in the class. We treat children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to behaviour, discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts, and by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our school behaviour policy.
* Have a thorough understanding of the model of learning he/she presents to pupils.
* Have excellent curriculum knowledge and be clear on the skills, concepts and attitudes, which are the goals of the learning process.
* Engage in well-timed interventions and deploy effective higher-order questioning techniques to support and stretch all groups of children.
* Have clear lesson objectives which are made explicit to the pupils; our lessons are planned around these learning objectives and taken from the National Curriculum. Lesson planning will have due regard to the tasks to be set, the resources needed, and the way we assess the children's work.
* Evaluate all lessons so that in order to modify and improve future teaching.
* Be able to assess children’s learning within a lesson, adapt to their current learning needs and devise assessment strategies related to agreed school policies, maintaining effective records of their outcomes.
* Value and have high expectations of every pupil.
* Design challenging and differentiated learning tasks using stimulating resources, both for individual activities and collaborative group work.
* Set academic targets for the children in each academic year. We review the progress of each child throughout the academic year and set revised targets. Some of these targets are shared with pupils and parents.
* Support pupils with SEND, including liaising with the SENDCo and external agencies to ensure they are making agreed levels of progress.
* Value and promote partnership between home and school.
* Form positive professional relationships as part of a team.
* Engage with CPD and ensure that they keep up-to-date with educational research and proven evidence-based approaches.
* Ensure that all teaching is carried out with due regard to our Health and Safety Policy.
* Ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform the EVC and then parents to obtain their permission prior to undertaking a full risk assessment.

*See Appendix B as an example of how lessons might be planned (n.b. teachers are given the autonomy to plan how they see fit and would not necessarily plan to this level of detail)*

**The Role of Governors**

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

* support the use of appropriate teaching strategies by monitoring the allocation of resources effectively;
* ensure that the school buildings and premises are fit for purpose and best used to support successful teaching and learning;
* monitor teaching strategies in the light of health and safety regulations;
* monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
* ensure that staff development and performance management policies promote good quality teaching;
* monitor the effectiveness of school teaching and learning policies through the school self-review processes. These include liaison between subject co-ordinators and nominated Governors, the termly Headteacher's report to governors as well as a review of the training sessions attended by our staff.

**The Role of Parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

* holding parents' evenings to explain our school strategies for teaching English, Maths and SATs assessment;
* maintaining the school website with information on policies, procedures and events;
* sending information outlining the topics that the children will be studying during that term at school;
* holding two parent’s evenings each year, operating an ‘open door’ policy and sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
* explaining to parents how they can support their children with homework;
* maintaining an open dialogue, for example through the use of children’s planners and the virtual learning platforms;
* encouraging parents to contribute fully to our school community - parents are always welcomed and valued when supporting the teaching staff.

We believe that parents have the responsibility to support their children and the school in implementing school policies.

We would like parents to:

* ensure that their child has the best attendance record possible;
* ensure that their child is equipped for school with the correct uniform and PE kit;
* support the school homework, clothing and behaviour policies;
* support the school’s ethos of *‘Caring, Learning, Achieving’*

**The Subject Leader should:**

To lead their subject effectively, they should follow the school Subject Leader Guidelines. In summary:

* Have a vision for their subject / s.
* Keep up-to-date with new initiatives in their subject and use evidence-based research to help shape and drive subject improvement.
* Analyse the half-termly planning to assess coverage and production of outcomes.
* In-line with the school monitoring cycle, monitor the teaching and standards across their subject.
* Be aware of the resource needs and order appropriately.
* Complete an annual action plan for their subject and an evaluative statement.
* If necessary, complete a risk assessment for their subject / s.

**Monitoring Standards:**

The SLT and subject leaders will refer to this policy when monitoring any teaching and learning in school; be it a learning walk, lesson observation, pupil interview or book scrutiny.

To ensure a consistent and transparent approach, the Head, in consultation with the teaching staff, has agreed upon a set of desirable criteria to refer to when making judgements about teaching and learning. This can be found in Appendix 1.

An example of short term planning can be found in Appendix 2

**This policy should be read in conjunction with:**

Marking and Feedback Policy

Assessment Policy

SEND policy

Equality Policy

Health and Safety Policy

**Appendix A**



**Lesson Observation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Class: x** | **Teacher: xxxxxx** | **Subject: xxxxxxx** | **Date: xxxxxx** |
| **Links to SSDP** | **1.Quality of Teaching and Learning:**  *To achieve good levels of attainment and progress in English, at least in line with National standards (rolled over from SSDP 19-20).* | | |

**N.B. There will not be evidence of all the characteristics in all lessons and therefore some boxes will remain unticked.**

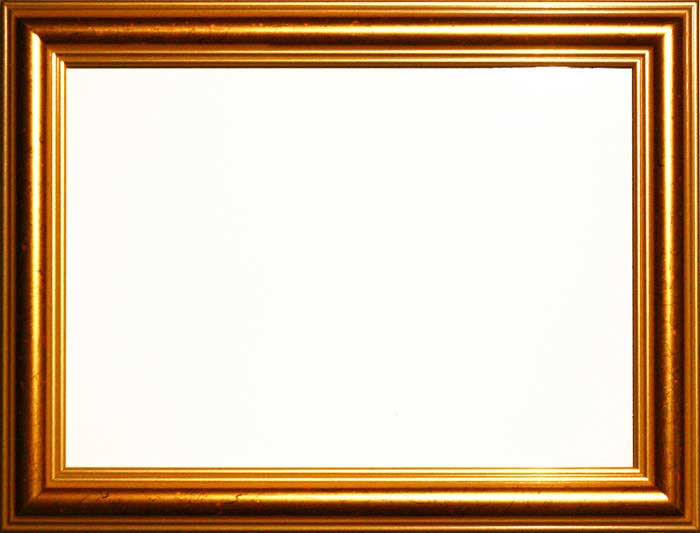
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Development Points from last observation** | | | **Evidence** | **Comments** |
|  | | | **✓** |  |
| **Key Characteristic of high quality, inclusive teaching and learning** | **Evident** | **Notes / Comments** | | |
| 1. High expectations are made explicit for all pupils | **✓** |  | | |
| 1. The classroom environment and resources support pupil learning | **✓** |  | | |
| 1. Lessons are well planned with clear and focused learning objectives and success criteria | **✓** |  | | |
| 1. Reasonable adjustments and SEN provision are planned effectively. | **✓** |  | | |
| 1. Reasonable adjustments are made for the LAPs (lowest 20%) | **✓** |  | | |
| 1. A range of effective teaching strategies and approaches to support individual needs are in place | **✓** |  | | |
| 1. The teacher (and other adults) models and explain effectively | **✓** |  | | |
| 1. The teacher and other adults use higher level questioning to support and challenge pupils | **✓** |  | | |
| 1. There are high levels of engagement and interaction for all pupils | **✓** |  | | |
| 1. Opportunities for learning through individual and group discussions are provided | **✓** |  | | |
| 1. Opportunities for pupils to be working independently and collaboratively are provided | **✓** |  | | |
| 1. Effective feedback is used to move pupils on in their learning | **✓** |  | | |
| 1. Encouragement and praise are used effectively to engage and motivate pupils | **✓** |  | | |
| 1. Pupils are able to confidently and accurately engage in self and peer assessment to identify next steps for learning | **✓** |  | | |
| 1. Additional adults are employed effectively to support pupil progress | **✓** |  | | |

|  |  |  |
| --- | --- | --- |
| **As a result of the teaching, do pupils: -** | **Evident** | **Notes / Comments** |
| Take ownership and responsibility over their learning | **✓** |  |
| Appear motivated and enjoy their learning | **✓** |  |
| Develop a growth mind-set and rise to challenges | **✓** |  |
| Become increasingly independently and resilient learners | **✓** |
| Make good or outstanding progress | **✓** |  |

**Pupil Interview – Post-Lesson**

|  |  |
| --- | --- |
| **Pupils** | *LA MA HA SEND* |
| **What was the teacher aiming for you to learn or get better at today?** |  |
| **What made it easy to learn?** |  |
| **What made it hard to learn?** |  |
| **What do you think you learnt or how do you think you improved?** |  |
| ***Other****.* | |

|  |  |
| --- | --- |
| **Lesson/subject:** | **Final Comment:**  **Points for Action (collated from above):** |
| **Observed by:** |
| **Date:** |
| **Suggested CPD** |  |
| **Signed and agreed by class teacher:** |  |
| **Date for follow up to check points for action:** |  |



**Appendix B**

**The BIG picture?**

**LA/SEND:** TC with WS.

Teacher with NS.

**Towards:** Simple features /pictures placed on school map, labelled(or key) with an attempt at ‘bird’s eye perspective’

**At:** 5 features placed on map with corresponding pics on Key.

**Above/Mastery:** Same as ‘At’

with greater accuracy of plan view. (children able to give reasons

for their choices and explain when a Key is, or is not, necessary)

* ‘Look, think, whisper, report.’
* During initial puzzle activity.
* Mini-plenaries during fieldwork, back in classroom and during mapping task.

**Working towards**

**Working at**

**Key, Puzzles, Clues, Maps, Bird’s Eye, Geography**

* To recognise a bird’s eye / plan view.
* To begin to understand the purpose of a key (unlocking a puzzle)
* ***Puzzle pictures***
* ***Google Earth***
* ***Rainow Orienteering Map***

**Part of their ‘Out and About’(Geog) topic. The children have drawn bird’s eye view maps of their bedrooms(during remote learning) and looked briefly at Google Earth.**

**Learning Episodes**

**Stickability!**

**Objective(s)**

***Geographical Skills and Field Work (NC)***

* ***I know what ‘Bird’s Eye’ means.***
* ***I can draw a map with a Key.***

*along the way….*

**Teacher Led**

**Teacher Led/Pupil Led**

**Teacher Led**

A f L

Y1 Geography

**Teacher/Pupil Led**

**Engagement?**

**Differentiation**



**Mastery**

**Working above**

**15-20 mins**

* 4 x bird’s eye puzzle pictures for the children to ‘look, think, whisper and report’ on (in pairs).
* Remind children of their DoJo work on bedroom aerial views.
* Show simple school plan views, allowing children to point, guess and discuss features compared to our own school.
* Zoom in with Google Earth to Rainow School. Share the orienteering map. Explore and discuss.

**5-10 mins**

* Share some children’s examples and discuss effect / accuracy.
* Read success criteria with children. Have we achieved what we set out to? Do we know what a bird’s eye view means and when it is useful? Can we draw a map with a key? Can we describe the purpose of a key? (to unlock the puzzle)

**20-30 mins**

* Double check that children’s labels match the ones on the board; address misconceptions.
* Show another child’s ‘dream school’ map. Explore and begin to model how you might create a class 1 dream school (3 or 4 ideas, with matching Key)
* Children to work in pairs (A3) or independently to create a Rainow 2.0.

**15-20min**

* Fieldwork: using enlarged orienteering maps, take children on tour of school, stopping at 8 different locations to label on our maps.
* Encourage children to use significant landmarks/clues, rotate (orientate) their maps and to use their finger to ‘walk’ to different places on their maps.
* Children to check with teacher that they have labelled each location correctly.