

Dean Valley Community Primary School



Dean Valley
Community Primary

Teaching and Learning Policy

Person responsible for Policy
Written/Agreed
Review

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At Dean Valley Community Primary School, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. Our dedicated and talented staff offer a curriculum which is extensive, ambitious and exciting with a wealth of unique learning opportunities for all of our pupils. These opportunities are guided by our curriculum drivers of Possibilities, Diversity and Community. Through our teaching, we equip children with the knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

1. Aims and objectives

1.1 Learning is the purpose of the whole school and is a shared commitment. At Dean Valley Community Primary School, we recognise that education involves children, parents, staff, governors and the community, and that for the best possible outcome all stakeholders should work closely together to support the process of learning. We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

1.2 Through our teaching, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- 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;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- enable children to become confident, resourceful, enquiring and independent learners with the capacity to learn and work independently and collaboratively;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- show respect for and encourage children to value the diverse range of cultures in our society and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens, contributing positively to the community and society.

As a school, we are committed to our mission statement – ***‘Success and Fulfilment for All.’***

2 Intent

At Dean Valley our curriculum is built around the National Curriculum and focusses upon drivers of Possibilities, Diversity and Community. A two-year cycle of themed topics is in place which incorporates a carefully balanced approach to ensuring 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 (if appropriate) and some are covered as discrete subjects. Regular monitoring through staff meetings and by subject leaders allow staff to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Our curriculum intent is to teach, develop, reinforce and apply knowledge as children progress through school, returning to concepts and language to embed them in long term memory. Providing varied experiences to build cultural capital and knowledge of the world in which our children live in is built into each area of learning and progression is clearly planned to ensure children build on previous learning and embed and link understanding.

Planning for our curriculum begins with enquiry questions which cover a half term, referencing the National Curriculum 2014, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan and Subject Progression Plan. Termly/half termly plans are submitted to the Headteacher as curriculum paths and planning books found within classrooms. Plans are informed by previous assessment of learning and pupil needs.

3 Implementation

- 3.1 Research tells us that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching.
- 3.2 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We therefore follow the Mind Friendly Philosophy and incorporate Kagan Cooperative Structures in our teaching. We play music to accompany learning, provide 'brain breaks' at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water.
- 3.3 All teaching will be structured to maximise learning opportunities, and lessons will be planned in accordance with the following principles:
 - the teaching should build on previous learning;
 - it should give pupils the 'big picture' of the lesson;
 - the teacher should explain the learning objectives, and why the lesson is important;
 - lesson objectives incorporate Blooms Taxonomy Higher Order Thinking Skills
 - the lesson should be presented in a range of styles;
 - it should allow opportunities for the pupils to build up their own understanding through various activities;
 - it should allow opportunities for the children to review what has been learnt;
 - it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;

- the teaching should indicate what the next step in the learning will be;
- lesson pace and timing should support children to maximise learning and engagement.

3.4 We offer opportunities for children to learn in different ways. These include:

- investigation, experimentation and problem-solving;
- research, discovery and retrieving information;
- observation;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities allowing imaginations to be fired;
- exposure to multi-media stimuli and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- child initiated play;
- practical exploration - designing and making things;
- participation in athletic or physical activity;
- making choices, decision making and following lines of enquiry.

3.5 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

3.6 When we are teaching, we focus on motivating and challenging all children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest standard of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the milestones, progression, intent, implementation and impact of the school curriculum, and detailing what is to be taught to each year group.

3.7 Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the substantive and disciplinary knowledge of all our children. 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, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

3.8 We set academic targets for the children in each year, which are shared with children and their parents/carers. We rigorously review the progress of each child throughout the year and at the end of the academic year set revised targets.

3.9 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum. Our lesson plans contain information about the tasks to be set, learning objectives, success criteria, the resources needed, and the way in which we

assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.

- 3.10 We ensure that learning is progressive and continuous.
- 3.11 Differentiation within learning offers every learner the ability to achieve the highest possible expectations for each individual. Differentiating the curriculum through: pace, content, task, relevance, resources, extension/challenge, autonomy, outcome or by teacher/TA support.
- 3.12 Pupils with special educational needs receive support provided by teacher, TA and the Senco. Work set challenges and supports their needs and is reviewed and monitored carefully.
- 3.13 The school's success is based on established strong working relationships with all the children in the class. We treat the children with kindness and respect recognising that they are all individuals with different needs, treating them fairly, providing them with equal opportunities to take part in all class activities. All of our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the 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 policy on behaviour.
- 3.14 We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place.
- 3.15 We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups.
- 3.16 Our classrooms are attractive learning environments. We change displays at least once a term, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to literacy and numeracy. We also use displays as learning prompts for the children including good examples of children's own work. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.
- 3.17 All of our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- 3.18 We conduct all our teaching in an atmosphere of trust and respect for all.
- 3.19 All staff in school will be good role models, punctual, well-prepared and organised.
- 3.20 Keep up to date with educational issues and a positive attitude to change and the development of their own expertise.
- 3.21 Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life.
- 3.22 Work collaboratively with all involved in education to develop a shared philosophy

and commonality of practice.

4 The Role of Teachers

- 4.1 Provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- 4.2 Recognise and be aware of the needs of each individual child according to ability and aptitude;
- 4.3 Ensure that learning is progressive and continuous;
- 4.4 Be good role models, punctual, well prepared and organised;
- 4.5 keep up-to-date with educational issues;
- 4.6 Provide clear information on school procedures and pupil progress;
- 4.7 Have a positive attitude to change and the development of their own expertise;
- 4.8 Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- 4.9 Work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

5 The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting children with IEPs / Individual Behaviour Plans (IBPs) or statements of special educational needs.

5 The Role of Governors

- 5.1 Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:
 - Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;
 - meet with the Head Teacher and Assistant Head Teachers and Staff governor regularly to remain informed about the school's systems for planning work, supporting staff and monitoring progress; the allocation, use and appropriateness of resources; how the standards of achievement are changing over time.
 - Support the use of appropriate teaching strategies by allocating resources effectively;
 - Ensure that the school buildings and premises are used optimally to support teaching and learning;
 - check teaching methods in the light of health and safety regulations;
 - seek to ensure that our staff development and our performance management both promote good-quality teaching;
 - monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject

leaders, the annual headteacher's report to governors, and a review of the in-service training sessions attended by staff.

- contribute to activities, such as assemblies, specialist outings, clubs, etc;
- present themselves as positive role models to be emulated;
- support school events;
- voluntarily help in the classroom and on trips/visits if and where appropriate and able.
- Visit School and talk to children about their learning experiences;
- Promote and support the positive involvement of parents within the school;
- Attend training and other related events;

6 The Role of Children

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to get better all the time.

6 The Role of Parents and Carers

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

- by holding parents' evenings to explain our school strategies for literacy, numeracy and health education;
- by sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by sending parents and carers regular reports in which we explain the progress made by each child, and indicate how the child can improve further;
- by explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects, investigative work and use of the school's website.

6.2 We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:

- to ensure that their child has the best attendance record possible, arriving punctually, well-rested and in good health;
- informing the school of reasons for their child's absence;
- to ensure that their child is equipped for school with the correct uniform and PE kit;

- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general actively supporting the Home-School Agreement.
- 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;

Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment.

Assessment, Record Keeping and Reporting (please refer to the School's Assessment Policy)

1. Children's standards and achievements across the curriculum are assessed in line with the School's Assessment Policy. Assessment for years 1-6 includes:
 - a) On-going assessment practices within class and group sessions, including the sharing of and reference being made to objective and Steps to Success/Success criteria and self and peer assessments of understanding, outcomes and progress.
 - b) Marking of children's work; against the shared Learning and for accuracy of answer (for all written work) and diagnostically (regularly in line with School expectations).
 - c) Formal assessments from the assessment performance descriptors for English and Mathematics at the end of every half term and further assessments for particular aspects of the curriculum as necessary. These are recorded within the School's electronic assessment system.
2. Children's standards and achievements in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment and marking of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.
3. Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.
4. All children in years 1-6 have individual assessment targets both in terms of National Curriculum and within on-going assessment and diagnostic marking practices. Progress against these targets is reviewed regularly by the class teacher, Subject Leaders and other senior Leaders. This information is used by each of these to affect provision and school development.
5. Assessment information across the curriculum; both standards and achievements, are shared with parents/carers at Teacher Consultation Meetings, within Annual Reports and at the end of the academic year; which includes information about the next steps for learning in the core subjects.

6. *Summative Assessment*

The school's arrangements for formal assessments throughout the year are outlined in the Assessment Policy. Results from these assessments are used for targeting and tracking purposes to ensure progress and achievement in learning.

7. Formative Assessment

a) Assessment opportunities are central to the planning and organisation of each lesson.

Key elements of this are:

- Recap of previous knowledge at the start of lessons;
- Adult observation of children's responses to questions;
- Adult observation of children on task;
- Use of steps to success against learning;
- Continuous feedback throughout the lesson;
- Self and peer assessment;
- Plenary activities;
- Marking linked to learning and steps to success and giving indicators for improvement of work.

b) It is an important aspect of our assessment that children are encouraged to be honest in their self-assessment. Children indicating they have not understood features of a lesson will be given additional support.

8. Record Keeping

- Records are kept of all summative assessments undertaken and of other assessments throughout the year. Details of these are contained in the Assessment Policy.

A. Inclusion

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Dean Valley is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. It is in this way that we will turn the rhetoric into reality.
- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with statements of SEND, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Monitoring and Review

- The Head teacher and Assistant Head teacher will monitor the effectiveness of this policy throughout the academic year. The Head teacher and assigned Teaching and Learning Committee Chair will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

7 Monitoring and review

- 7.1 We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.