



“Love learning love life”

Teaching and Learning Policy

The purpose of this Teaching and Learning Policy is to define how the school’s aims are put into practice in the classroom to ensure that all teaching and learning reflects these principles.

A Love of Learning

‘Whoever heeds instruction is on the path to life’ (Proverbs 10:17)

At Corvedale Primary School we value individual achievement, good relationships, inclusion, spirituality and enjoyment. Our experienced and dedicated staff know and understand our pupils and have high aspirations for them. Through encouragement and support, the staff are committed to enabling every child to reach their full potential, not only in academic work but also in creative, practical, sporting and social activities. Our pupils learn to live life to the full.

Through inspiring teaching and exciting learning opportunities rooted in the Christian faith, our aim is to cultivate a thirst for knowledge and enquiry and nurture a sense of wonder about the world, in order that all of our pupils will continue to strive for excellence in every aspect of their lives both now and in their future.

Teaching

We expect every teacher to be a good teacher.

Our teaching expectations are to:

- cultivate a love of learning, and facilitate and impart knowledge through a bespoke, broad and balanced curriculum
- equip pupils with the skills they require to become effective lifelong learners
- inspire and motivate pupils through the teaching of a diverse range of subjects and experience
- give incisive feedback which will assist pupils to make rapid and sustained progress in all areas of their learning
- provide an inclusive education and ensure equality of opportunity for all pupils regardless of age, ability, gender, ethnicity or religious background
- learn from each other, through the adoption of a collaborative approach to teaching, where good practice is shared

Learning

We expect all pupils to maximise their potential learning and demonstrate a thirst for knowledge

Our learning expectations are to:

- engage with and encounter learning in a positive and enthusiastic manner
- act on and progress from incisive feedback
- develop resilience and independence

Parents and carers

We expect all parents and carers to make a fundamental contribution to the education of their child.

Parents are responsible for ensuring children attend school regularly and understand that they do not withdraw children for holidays in term-time, as far as possible.

In return we endeavour to communicate clearly with parents and carers to inform them on curriculum content and school events. We also will assist parents to help with their child’s learning at home.

The Governing Body

It is the responsibility of the Governing Body to determine, support, monitor and review the school's policies on teaching and learning. Their key roles include:

- monitor effective teaching and learning to raise attainment and achievement
- support the maintenance of school buildings and grounds to create the best environment for children
- monitor the safety of children and staff
- ensure appraisal promotes good quality teaching

This policy has been written with reference to the National Curriculum Statutory Orders 2014, the EYFS curriculum and guidance from LA and Diocese.

Other policies of the school:

Curriculum Policy and associated curriculum subject policy statements

Feedback & Marking Policy

Assessment Policy

SEND policy

Policy for Equality of Opportunity

This policy will be reviewed annually or in the light of new legislation.

Last review: September 2021

Signed Jonathan Brough

Headteacher

Signed David Hedgley

on behalf of the Governing Body.

Appendix 1 PLANNING

Long term

Long term planning

- There is a whole school cycle for curriculum planning, monitoring and evaluation of policy and practice that informs future development
- Policies and schemes of work for each curriculum area ensures the necessary coverage as well as ensuring appropriate whole school time allocation

Medium Term

Medium term planning is completed termly for all curriculum areas showing:

- Learning objectives
- Small steps of learning towards progression towards knowledge and understanding
- Resources required

Short Term

Unit plans for English (taken from Pathways to Write & Pathways to Read) and Maths (taken from Inspire Maths) are used which highlight:

- Learning objectives
- Main teaching points - knowledge and understanding
- Resources required

Planning is monitored and evaluated by the headteacher and curriculum leaders.

Appendix 2 LESSON ORGANISATION

Teachers should decide for themselves how best to teach. Teachers should be able to explain why they have made the decisions they have and provide evidence of the effectiveness of their choices.

Principles of Instruction

We believe in 10 research-based principles of instruction put forward by psychologist *Barak Rosenshine* to help in the delivery of each lesson.

Education involves helping children develop strong, readily accessible background knowledge. Our teachers will attempt to ensure that their pupils efficiently acquire, rehearse and connect background knowledge by providing a good deal of instructional support. They provide this support by teaching new material in manageable amounts, modelling, guiding pupil practice, helping pupils when they make errors, and providing for sufficient practice and review.

The following is a list of some of the instructional principles.

1. *Begin a lesson with a short review of previous learning.*
2. *Present new material in small steps with pupil practice after each step.*
3. *Ask a large number of questions and check the responses of all students.*
4. *Provide models.*
5. *Guide pupil practice.*
6. *Check for pupil understanding.*
7. *Obtain a high success rate.*
8. *Provide scaffolds for difficult tasks.*
9. *Require and monitor independent practice.*
10. *Engage pupils in weekly and monthly review*

Appendix 3 CLASSROOM ORGANISATION

At Corvedale C of E Primary School we value learning in an environment that is:

- welcoming, safe, clean, tidy, caring and calm
- stimulating
- organised and well-resourced that makes learning accessible for all

Teachers will ensure that

- effective use is made of the available space, with adequate space between the desks to enable the teacher and pupils to move around the room easily

- pupils are able to sit comfortably at tables and chairs of a suitable size for the age of the pupils.
- classroom organisation considers the requirements of pupils who may have special needs
- furniture layout is suitable for the task and purpose of the lesson
- there are high standards of behaviour and high expectations of the pupils within the lesson
- displays reinforce the learning within the classroom providing an invaluable visual aid and create an attractive, stimulating environment enthusing children to learn

Appendix 4

Ofsted Inspection Handbook

Refer to *School Inspection Handbook 2021* Quality of Education

Appendix 5

Feedback & Marking

See Feedback and Marking policy

Appendix 6

ASSESSMENT for LEARNING

Assessment starts with careful planning so that the whole school is working together with the aim of maximising all children's potential. Planning is vital to provide a well-structured and relevant curriculum. All plans will be based on pupil achievement from past assessment together with statutory National Curriculum and the schools' schemes of work.

Layer 1 Assessment (ongoing)

- Regular assessment via observation, discussions and feedback during lessons will allow monitoring of pupils progress. This formative assessment will be used to inform future planning
- Involvement of children through self-checking of work
- The use of peer marking where appropriate.
- Group activities where children both support and help each other.
- Specific feedback to individuals with regards to pieces of work undertaken.

Layer 2 (Termly assessment).

These are structured tests aimed at assessing pupils

- Writing - Pathways to Write 'Gateway' and 'Writeaway' independent writing tasks for each unit
- NFER assessment papers Reading and Grammar Punctuation & Spelling
- NFER assessment papers Maths Arithmetic and Reasoning
- Maths Inspire Maths unit assessments
- ATI Science assessments and Science unit assessments.
- Book of EYFS children's work, achievements, observations and samples selected throughout the year to show progress.

Layer 3 (End of year assessment)

- EYFS Profile
- Y1 Phonics
- SATS – Statutory – Year 2 and 6
- Year 3, 4, and 5

Appendix 7

STAFF DEVELOPMENT

- Staff have access to CPD meetings, courses, network updates, training sessions and consultation with LA expertise.
- Staff take part in peer monitoring and mentoring
- Staff contribute to the School Development Plan in order to highlight needs
- Staff are encouraged to achieve higher qualifications in order to update knowledge and expertise.

Appendix 8

Use of the Wider Community

The learning experience is at its most effective when it is “real”. In most instances opportunities to make learning real, arise when the children are taken out of the classroom. Using the wider community also creates opportunities to put the “values” that are being developed into practice.

Extending the children’s learning beyond the classroom is a key principle at Corvedale Primary School:

- Visits to make learning “real” take place on a regular basis.
- Visitors to the school are encouraged to support the children’s learning in all aspects of the curriculum.
- Upper KS2 children have access to a residential experience most years.
- A garden, pond, areas for wildlife and Forest School area around the school grounds provide a whole range of cross curricular opportunities for learning.
- The local village and church environment is also used to provide learning opportunities and experiences