



**Greenmount Primary School**

# **TEACHING & LEARNING POLICY**

**April 2022**

**Together, we nurture the future**

## 1 Document Information

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## 2 Contents

1	Document Information.....	2
2	Contents .....	2
3	Aims .....	3
4	Our guiding principles .....	3
5	Roles and responsibilities .....	4
5.1	Teachers .....	4
5.2	Support staff.....	5
5.3	Subject and Phase Leaders .....	6
5.4	Senior leaders.....	6
5.5	Pupils .....	7
5.6	Parents and carers.....	7
5.7	Governors .....	8
6	Learning environment .....	8
7	Differentiation .....	9
8	Home learning .....	10
9	Marking and feedback / AFL (Assessment for Learning).....	11
10	Assessment, recording and reporting .....	11

11	Monitoring and evaluation.....	12
12	Review .....	12
13	Links with other policies.....	12

3     **Aims**

This policy aims to:

- Explain how we will create an environment at our school where pupils learn best and love to do so.
- Share how we endeavor to support children to be the best version of themselves - to make progress within every lesson - learning at the right pace, at the right time and with the right diet.
- Summarise expectations to make sure everyone at Greenmount is committed to achieving a consistent and effective approach to teaching and learning across our school.
- Promote high expectations for rich task design which fosters engagement, achievement and enjoyment for all of our children.
- Promote involvement of pupils, parents and the wider school community in pupils' learning, through enhanced provision of extra-curricular opportunities.
- Ensure we nurture our children so they are driven by a sense of curiosity, learning and achievement.

4     **Our guiding principles**

Throughout our learning community, we all work to ensure the progress, achievement, enthusiasm and enjoyment of all of our learners. We seek to develop each individual's:

- **Confidence** in themselves and their abilities
- **Desire** to learn and achieve their potential
- **Resilience** – ability to persevere and practise
- Growing sense of **aspiration** and passion for challenge
- **Understanding** of spirituality – their own feelings, philosophies and beliefs, and those of others
- **Respect** – for themselves, for their community and for the wider world

We firmly believe that achievement is possible for all children, regardless of their starting points or current ability and governors both challenge and support school leaders and their staff to ensure this through the delivery of a nurturing curriculum that is adapted to need, allowing all children to be included.

We want our children to think – critically and for themselves. The creativity and flexibility of our curriculum allows this to deepen throughout the school, encouraging questioning, research, collaboration and establishing links between areas of learning and knowledge, so that our children know and apply more through effective and efficient connectivity and progression of skills.

Based on a thorough and moderated knowledge of expected standards, the curriculum at Greenmount aims to deliver the National Curriculum as a core and is built around children's needs and interests, developing them into rounded and capable individuals with high levels of self-belief, tenacity and aspiration. Teachers and support staff work together within a nurturing, supportive environment to make learning as real, as interesting and as purposeful as possible.

**Our curriculum and planning will provide:**

- High quality experiences
- Purposeful lessons that deepen understanding
- Bespoke visitors and visits – day and residential, on and off Island
- Focused curriculum days and weeks supporting a range and combination of subjects including performing/Visual Arts, Science, Religious Education, Maths and English
- Focused and flexible approaches to learning, supporting groups and individuals at all levels of learning
- Opportunities to develop metacognitive strategies within all learning and school experiences

**Our children will:**

- Feel secure, safe and valued
- Feel a strong sense of belonging
- Be engaged and motivated
- Be able to link what they are doing to other experiences
- Be able to work with others or on their own, depending on the task
- Be guided, taught or helped in appropriate ways at appropriate times
- Apply the learning in both familiar and new contexts
- Recognise that all learners make mistakes and mistakes can help us learn

These principles are promoted through a curriculum founded on developing people's creativity, curiosity and independence, their ability to collaborate, to think flexibly and coherently and to build strong skills and life-long knowledge.

## **5 Roles and responsibilities**

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. Our home/school agreement provides additional founding principles and clarity to ensure this.

This is how we will create the above conditions for pupils' learning at all times:

### **5.1 Teachers**

Teachers at our school will:

- Ensure that school is a happy and safe place where all children want to be and feel included.

- Provide a stimulating, caring and safe learning environment for all children regardless of their background and needs, to ensure the highest possible climate and culture of learning for all.
- Plan and deliver a wide range of exciting & engaging learning opportunities, built around the National Curriculum.
- Develop children's skills and attitudes, so that they achieve success and live full and rewarding lives.
- Provide support and challenge for all children, helping them to become aspirational young people.
- Nurture self-belief in our children and encourage them to persevere, making the best effort in all that they do.
- Follow the expectations for teaching and professional conduct set out in the [Teachers' Standards](#).
- Actively engage parents/carers in their child's learning, including clearly communicating the purpose of home learning, or remote learning (where appropriate).
- Update parents/carers on pupils' progress, and produce an annual written report, supported by three parent's evenings throughout the course of the academic year, so adults can support their child's learning at home.
- Promote and reward good behaviour using our 'Good to be Green' positive behaviour programme.
- Encourage collaboration and commitment through our House system.
- Check attendance and punctuality regularly and contact parents with any concerns.
- Provide newsletters and up to date information on the school website and via Parentapp.

## 5.2 Support staff

Support staff at our school will:

- Know and nurture pupils well, interacting and supporting at the right time.
- Support teaching and learning with flexibility, resourcefulness and challenge.
- Have high expectations for all and celebrate achievement.
- Understand children's academic needs and non-academic needs.
- Add value to the delivery of tasks designed by the teachers.
- Differentiate in order to support and meet individual learning needs, working effectively during every task whilst communicating with the class teacher within lessons.
- Use agreed assessment for learning strategies (AFL) and feedback to teachers in order to support planning and to inform future task design.
- Use effective marking and feedback as required and directed by the class teacher.

- Ask effective questions to make sure children have understood expectations for learning.
- Identify, support with preparation and use resources to support learning.
- Demonstrate and model themselves as learners.

### **5.3 Subject and Phase Leaders**

Subject and Phase Leaders at our school will help to advise, create and quality assure:

- Well-sequenced, broad and balanced curriculum plans that build knowledge and skills.
- Curriculum connectivity and sequencing of lessons in a way that allows pupils to make good progress from their starting points.
- Provision and effective use of resources, providing teachers with necessary strategies and aids for learning.
- Drive for improvement in their subject/phase, working with teachers to identify any challenges or barriers and how to overcome them.
- Enhanced curriculum breadth and depth.
- Progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data.
- Improve on weaknesses identified in their monitoring activities.
- Create and share clear intentions for their subject/phase.
- Encourage teachers to share ideas, resources and good practice.

### **5.4 Senior leaders**

Senior leaders at our school will:

- Assess the impact of the curriculum in order to identify areas and opportunities for further development.
- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for all learners.
- Hold staff and pupils to account for their teaching and learning.
- Plan and evaluate strategies to secure consistent, high-quality teaching and learning across the school.
- Manage resources to support and enhance high-quality teaching and learning.
- Provide support and guidance to other staff through a programme of coaching, mentoring and ongoing CPD.
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge.

- Use the expertise of individual staff creatively in order to enhance teaching and learning across all areas of the curriculum.
- Promote team working at all levels, working efficiently and effectively - together, with a focus on key priority areas to further support a rich curriculum progression and responsive teaching and learning culture at Greenmount.
- Address underachievement and support in areas identified following effective processes.

## **5.5 Pupils**

Pupils at our school will:

- Work hard as a member of Greenmount Primary School and try their best to be involved in the daily life of the school.
- Be curious, ambitious, engaged and confident learners.
- Take responsibility for their own learning, and support the learning of others.
- Take care of their classroom and school surroundings.
- Be kind and supportive to others and tell an adult if they feel worried.
- Listen and make their best efforts in class, using the 5Bs to support their learning.
- Persevere and ask for help when needed.
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn.
- Complete home learning activities as required.
- Read every day to an adult and practise spellings, times tables and Maths skills.
- Talk to their parents about school and share their progress and targets with them.

## **5.6 Parents and carers**

Parents and carers of pupils at our school will:

- Encourage their child as a learner; encourage them to try their best and complete any work they bring home in line with the school's homework policy.
- Work in partnership with the school.
- Value learning.
- Listen to their child read every day.
- Make sure their child is ready and able to learn every day.
- Support good attendance.
- Participate in discussions about their child's progress and attainment.
- Communicate with the school to share information promptly.

- Provide resources as required to support learning (including appropriate PE kit on set days) and named uniform.
- Attend parent meetings to work with teachers to support school learning at home.
- Attend as many special events as possible and share relevant school information.
- Encourage their child to take responsibility for their own learning.
- Promote high standards for attendance, behaviour and engagement.
- Work with the school to resolve issues and remove barriers to learning.
- Ensure they act appropriately whilst on the school site, in the local community and on social media sites, to act as a good role model for children.
- Support and give importance to home learning.
- Read the updated messages on the ParentApp to support with additional information (trips, clubs, notices etc.)

## **5.7 Governors**

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment.
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- Make sure other school policies promote consistent, high-quality teaching, and that these are being implemented.

## **6 Learning environment**

When pupils are at school, learning will take place in classrooms, outdoor spaces, halls, music rooms and designated corridor spaces, as best suited to individual activities/needs of the children.

These spaces will be kept safe, clean and ready for pupils to use them.

Areas for learning will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive areas such as reading corners, well-being and quiet areas.
- Accessible resources for learning such as books, challenge cards, games and other practical equipment.
- A flexible seating plan that allows everyone to see the boards when applicable and participate fully.
- Displays that celebrate learning, perseverance, collaboration and good progress.



- Supportive and interactive learning walls reflecting a current, broad, balanced curriculum with examples of best practice/expected outcomes (WAGOLL), relevant to their learning journey.
- Visible, adapted and appropriate learning objectives with clear success criteria, links to the wider world and expectations in terms of quality and quantity through lesson preparation, based on assessment for learning and daily marking.
- Clear scaffolding and resources for learning, appropriate to the year group, showing continuity and the expectation of progression across school.
- Evidence of routines and traditions - including the House system, 'Good to be Green' and school rules - that support the highest climate for learning.
- Classrooms will be organised with the ability to be used flexibly with children and all adults.
- Appropriate scaffolding for English, Maths and current wider learning.
- English and maths working walls must feature clear purpose, audience, outcome, steps needed with WAGOLL examples as well as modelled writing and strategies to support learning and challenge.
- Resources and books stored in orderly fashion with due regard to health and safety.
- Children's belongings stored in trays.
- Containers (or pencil cases) with pencils/pens, colouring pencils, rubbers, rulers and resources for learning.
- Water easily available for drinking.
- Clear surfaces, window sills and windows, with very little hanging from ceilings/across rooms.
- Clear spaces on walls to focus displays.
- Posters laminated if not directly placed on notice boards.
- First Aid area clearly labelled in every classroom.
- Fire register (Grab and Go) will be located in the classroom and completed daily.

## 7 Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND).
- Pupils with English as an additional language (EAL).
- Disadvantaged pupils.
- Pupils that are gifted and talented in specific disciplines.

This will be achieved by:

- Using support staff effectively to provide extra support.
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress.
- Using ability groupings for certain subjects where appropriate.
- Providing writing frames and word banks to aid learning, where appropriate.

Please refer to our SEN/SEND policy and information report for additional details.

## 8 Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

Home learning will be reasonable in challenge and length, age-appropriate, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

When remote/virtual learning is required, class teachers will provide a standard weekly curriculum, not all of which will be screen based to promote wellbeing practical activities. Teachers will provide differentiated work for all groups of children in order to enable them to access a broad and balanced, enriched curriculum to meet their individual needs. This will vary according to key stages. EYFS parents will receive communication through the Tapestry Online Learning Journal. Parents will have the ability to upload photographs and notes about the practical tasks their child has completed.

Instructions should contain enough detail for the pupil to be relatively independent (age dependent) but should not rely on use of a computer or device as it is acknowledged that this may be needed by siblings and/or parents working from home. Teachers should not assume that a home has access to a printer. Teachers need to inform parents that the work set does not need to be printed out at home and can be completed directly onto the document.

Work should be published weekly on Google Classroom and ideally should be uploaded in time for learning to commence for the start of the new week. Key Stage and senior leaders will coordinate with other teachers to ensure consistency of approach and to try and ensure that pupils with limited access to computers/devices can still complete work. Where possible and when requested, printed work can be prepared for children if they have limited access to a device.

Regular contact with parents is expected when learning from home. This will be monitored and maintained daily using Google Classroom login information, or by making telephone calls, emails and via text messages if children have not logged on. If families do not make contact with the school, or children are not accessing the remote work provided, the school will work closely with Children's Services and the Education Welfare Officer to help us to monitor attendance and engagement.

Please refer to our Remote Learning Policy for further information.

## **9 Marking and feedback / AFL (Assessment for Learning)**

Feedback will be given both verbally and written; this will be both 'on the spot' marking or given as a next step to further challenge, engage and support learning. Feedback will clearly explain to pupils what they're doing well and what they need to do next in order to continue to improve their work. AFL strategies will be used by teaching teams in every class to support the learning and progression for every child. AFL will be used effectively during every lesson and in response to what the children are showing during the lessons. Staff will know the children well and will know what to teach at the right time, knowing what the next steps are going to be in order to move the learning on.

## **10 Assessment, recording and reporting**

We will track pupils' progress using a combination of formative and summative assessment. We will provide regular targets for pupils, and provide verbal reports against these at parents' evenings. Pupils will receive a written report at the end of the summer term.

When assessing pupil progress, we aim to:

- Reach robust judgements about a child's attainment.
- Record these in a useful and manageable way so that attainment can inform curriculum planning and reports to parents and others including the child.
- Set targets for the child's further attainment.
- Ensure that pupils are given high quality feedback to support and involve them in their learning, enabling them to articulate what they have learned and how they need to progress.

### **Assessment should:**

- Assist the pupil in the learning process, making it clear what his/her next step should be.
- Assist the teacher in the evaluation and planning of the curriculum.
- Reflect a wide range of achievement and performance.
- Provide information for parents/carers and others.
- Be constructive, positive and honest.
- Identify 'gaps' in pupil learning to ensure that planning and teaching enables every child to meet or exceed Age Related Expectations (ARE) at the end of the year.

### **Record keeping should:**

- Be relevant and meaningful for staff, parents and pupils.
- Identify immediate and future needs to assist the planning of learning.
- Include samples of work and photographs, particularly in the Early Years Foundation Stage (EYFS) using Tapestry.
- Impact positively on progress

### **Target setting should:**

- Be based upon knowledge of previous attainment.
- Highlight the areas of the National Curriculum that the child needs to continue to develop in order to meet the appropriate ARE at the end of the year.
- Be challenging but attainable, providing opportunities for pupils to deepen their knowledge and skills to achieve 'Mastery' and beyond at the end of the year.
- Be known, understood and acted upon by staff, pupils and parents/carers.

**Reporting should:**

- Include AFL strategies in order to move learning on.
- Be informative, reflecting progress and next steps for pupils.
- Give the pupil opportunity for self-review.
- Make clear targets set for the future.
- Demonstrate to parents any areas of weakness their child has that they could support at home.

## **11 Monitoring and evaluation**

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

Governors, School Leaders, Subject Leaders and Key-Stage Leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks and lesson observations
- AFL reviews and CPD opportunities
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning review meetings
- Book celebrations
- Curriculum Reviews

## **12 Review**

This policy will be reviewed every two years by the headteacher, in partnership with staff and the School Council. At every review, the policy will be shared with the full governing board.

## **13 Links with other policies**

This policy links with the following policies and procedures:

- Behaviour policy
- Early Years Foundation Stage (EYFS) policy

- Remote Learning Policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Policy for Assessment, Record Keeping, Target Setting and Reporting