Wallsend Jubilee Primary School

Teaching and Learning Policy

2019- 2020

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Statement of intent

At Wallsend Jubilee Primary School we believe that every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, special educational needs and disability (SEND) or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.
- Establish targets for improvement.
- Enhance the professional development of staff.

Signed by:

D.Harrison 3rd September 2019

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

1. Roles and responsibilities

1.1. The role of governors

Governors will receive reports from the headteacher and curriculum coordinators and act upon areas identified as requiring improvement.

The curriculum sub-committee will meet regularly to monitor progress against targets.

Governors will visit the school to increase their knowledge of classroom activity. When visiting, governors will:

- Observe lessons.
- View recordings of lessons as appropriate.
- View samples of pupils' work.
- View records of achievement.
- Talk to pupils about their experiences.
- Talk to teachers about their experiences.
- Report their findings to the entire governing body.

1.2. The role of the senior leadership team

The senior leadership team will:

- Take a general overview of the atmosphere in school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaise with parents to ensure needs are being met.
- Work in classrooms, including teaching, regularly.
- Carry out focussed classroom-based observations.
- Review and comment on planning, including termly targets.
- Discuss all annual reports with staff.
- Complete a self-evaluation.
- Report on the quality of teaching and learning in the governors' report.
- Act as role models for teaching staff.

1.3. The role of the curriculum co-ordinators

Curriculum co-ordinators will:

- Develop and review curriculum policies and schemes of work in collaboration with colleagues.
- Take accountability for the progress of children in their given subject.
- Report on the effectiveness of the curriculum to the senior leadership team and the governing body.
- Provide professional advice to the governors' curriculum sub-committee.

1.4. The role of teachers

Teachers will:

- Monitor and evaluate their teaching.
- Seek professional dialogue and constructive criticism from their head of department.
- Review and evaluate their planning regularly.
- Set appropriate and challenging targets for pupils based on ability.
- Collaborate with colleagues to moderate pupil achievement.
- Involve parents and other professionals in the monitoring process.
- Complete an annual review assessing the progress of their pupils.

1.5. The role of pupils

Pupils are expected to:

- Be on time for school.
- Be prepared to learn.
- Place coats and bags in the appropriate area.
- Store personal belongings in the area provided.
- Not to eat or chew.
- Be attentive.
- Listen to and follow all reasonable instructions.
- Treat everyone with respect.

1.6. External monitoring

- Janice Gibson, our school improvement officer, will work on an annual cycle to monitor teaching performance.
- The school improvement officer will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it, with the curriculum sub-committee.
- The school improvement officer will undertake lesson observations.
- The support of leaders from local schools will be sought to evaluate the work of the school through professional discussion and joint lesson observations.
- Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

2. Self-evaluation

2.1. Discussion with senior leaders

Senior leaders should discuss the following questions to assess the quality of teaching at the school:

- What is the school's view on teaching?
- What is being done to monitor teaching?
- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
- To what extent do teachers use assessment within the lesson (for example mini-whiteboards and questioning) to ensure that all pupils understand the lesson objectives?
- Are judgements based on the interpretation and evaluation of data and evidence?
- Are strengths and weaknesses in teaching and management identified?
- What strategies do teaching assistants employ to support learning?
- Do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?
- What happens if pupils are absent or fall behind with their work? What support is in place to help them?

2.2. Discussion with pupils

The following questions should be discussed with pupils to assess the quality of teaching at the school:

- Do you know your targets? What are they?
- What subjects do you have targets for?
- How do you know your targets? How often do you work on them?
- How do you know when you have achieved your targets?
- Who helps you to achieve your targets? What sort of things do they do?
- Do your parents know your targets? How do they know?
- When do you get new targets?
- What happens if you can’t achieve your targets?
- How does having targets help your learning?
- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are really proud of. Why?

- Do you know how to improve your work? Do you have the opportunity to improve your work?
- What do you think about your maths/English homework? What do you think the school could do to make maths more enjoyable/interesting for you?
- Which aspect of maths/English do you find challenging/difficult?

3. Learning environment

3.1. Setting the tone

The teacher will set the tone for the morning and afternoon sessions by taking the register. If no formal register is taken, the teacher will call out the names of the pupils to catch their attention and to indicate that the session has begun.

3.2. Seating arrangements

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently.

3.3. The classroom

It is imperative that the learning environment maximises opportunities to learn. Displays are changed regularly and geared towards aiding learning, not providing distraction. Desks should be free from clutter and arranged in a manner providing suitable space for all. The room is well-ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water during lessons (except in science lessons where water could create a risk).

4. Our philosophy

Through our teaching philosophy, pupils are encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

To encourage all pupils to contribute to lessons, teachers:

- Allow sufficient thinking time between questions to allow pupils to consider their responses.
- Plan time in their lessons for pupils to discuss their learning with a partner or group before committing to a response.

We reward and recognise achievement in the following ways:

- Teachers praise more than criticise, using formal and informal approaches
- The school formally rewards pupil in the following ways:
  - Headteacher awards
  - Playtime responsibility cards
  - Contacting the pupil's parents praising the pupil
  - Achievement assemblies
- The school informally rewards pupils in the following ways:
  - Congratulating pupils privately or in class
  - Providing marble rewards
  - Writing positive feedback on written work
  - Star rewards

The teacher will manage disruptive behaviour by:

- Using non-verbal cues.
- Referring to the pupil by name.
- Quietly speaking to the pupil while the rest of the class is engaged.
- Giving the pupil a task to encourage responsibility.
- Reminding the pupil of the sanctions that follow a poor choice (traffic lights).
- In exceptional circumstances, calling for support from another member of staff.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Are consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

5. Teaching strategies

5.1. The curriculum

Reception classes follow the Early Years Foundation Stage (EYFS) profile. Years 1-6 follow the national curriculum. Programmes of study are adapted to fit mixed age classes.

The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources.

While teaching the national curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

5.2. Planning and preparation

Lessons are clearly linked to the national curriculum. They are differentiated to clearly show how pupils of all abilities are catered for. Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next. In addition, lesson plans clearly show how teaching assistants are used to enhance learning. Each plan contains a list of resources to be used during the lesson and how these resources will complement teaching. Timings and structure are made clear and the plan clearly demarcates the salient parts of the lesson. The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the STPCD.

5.3. Delivery

Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work.

5.4. Resources

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers and departments in order to facilitate good practice.

5.5. In-class support

Teaching assistants are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with special educational needs and academically more able pupils). In some circumstances, teaching assistants are utilised on a one-to-one basis with a child in need of additional help.

5.6. Pupil involvement

Pupils are provided opportunities to follow-up teachers' marking with questions. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The learning objective of each lesson is explained at the start and displayed throughout.

5.7. High expectations

The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

5.8. Special educational needs and disabilities (SEND)

Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Children causing concern are discussed at weekly staff meetings and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual children, enabling all teachers to be aware of pupils requiring support. In addition, the school has adopted a policy containing policies and procedures for assisting our pupils with SEND.

6. Assessment

6.1. Baseline assessment

Pupils joining the school will receive a baseline assessment when they start.

Strategies for baseline assessment include:

- Use of previous term PUMA and PIRA test.
- Assessing pupil progress over the first six weeks that they are enrolled.

6.2. Formative assessment (assessment for learning)

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

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Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating
- Quizzes
- Self-assessment

6.3. Summative assessment (assessment of learning)

Summative assessment is important for:

- Accurate information regarding a child's attainment and progress.
- Informing both parents and teachers of a child's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a pupil's final grade.
- Are used to judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

Methods of summative assessment include:

- Termly PUMA and PIRA tests.
- External examinations such as the national curriculum tests.

7. Key stage 1 and 2

Teachers use assessment for learning to provide on-going assessment, through the use of focussed marking and observations of children's work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets, and to identify and set next step targets for each child.

Annotated plans and planning notes, made by class teachers and other adults involved with each child, record other important information about the progress of children in the class.

Termly tests will be used to identify progress and gaps in learning. The tracking grids identify under-achieving pupils and set targets in reading, writing and maths for individual pupils and groups.

Termly pupil progress reviews are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts.

Pupils receive regular and timely verbal feedback on their progress.

7.1. Planning for assessment

The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

Lessons contain clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability.

Teachers use focussed marking to assess children's progress in relation to the planned learning objectives, and set the next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

7.2. Assessment methods/materials

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests), alongside on-going focussed marking and notes of pupil observations, to inform their assessment of progress for individual pupils and groups.

Results of published tests are used to contribute to overall teacher assessments.

7.3. Reporting

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We provide opportunities for two parent consultation evenings/days so that parents can discuss how well their child has settled and are able to be involved in the target setting process. In addition, we provide opportunities for a mid-year progress report and a final end-of-year report.

We provide an end-of-year written report which includes the results of statutory tests and assessments, and gives information relating to progress and attainment

We give parents the opportunity to discuss their child's progress, by appointment.

7.4. Moderation

Regular moderation of levelling takes place each term to ensure consistency of levelling. Teachers meet in phase groups or in cross phase groups to analyse children's work against national curriculum or EYFS requirements. During the summer term, teachers in Year 2 and Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation.

8. Individual learning

8.1. SEN Support Plans (SSPs)

SSPs are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement.

SSPs are reviewed termly to ensure that they are still effective.

8.2. EHC plans

Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and further specialists will be sought. Based on these views, and in collaboration with the pupil, an education, health and care (EHC) plan will be sought.

EHC plans replace statements of special educational needs. They include special educational provision, health provision and social care provision. More information can be found in the school's special educational needs and disabilities policies.

9. Monitoring and reporting

This policy will be reviewed annually by the curriculum sub-committee.

The governor's annual report will contain updates and analysis regarding teaching and learning at the school.