



William Morris Primary

Teaching & Learning Policy

Introduction

Our aim at William Primary School is to value the individuality of all of our children. We are committed to giving each child every opportunity to achieve the highest of standards, to foster an attitude of love for learning and enabling the opportunity for every pupil to shine. Our curriculum will focus on inspiring and exciting teaching, with hands-on learning experiences and opportunities to embed knowledge. Children's personal development will be enhanced by our Life Skills curriculum, outdoor learning, trips and visits. Our school will be a team all striving to give the children the best possible opportunity and education.

Aims and objectives

Our aims for learning and teaching

- Have an emphasis on a creative curriculum which inspires children's learning
- Encourage learning through play, hands on experiences, outdoor learning, forest school trips and visits and deliberate practice of skills and retrieval of knowledge
- Our teaching of the curriculum will impart skills through exciting lessons that become lifelong memories
- Enable children to make good progress and embed skills and knowledge in the long term memory
- Encourage every child to achieve his/her full potential intellectually, socially, spiritually and physically
- Respond to children's diverse learning needs and make certain that work is provided to ensure they succeed
- Enable children to become confident, resourceful, enquiring and independent learners
- Foster children's self-esteem and help them build positive relationships with peers and adults
- Encourage children to respect the ideas, attitudes, values and feelings of others and show respect for all cultures and faiths and lifestyles
- Ensure that children develop personal life skills to become healthy, confident, all rounded citizens with a sense of responsibility for our planet
- Provide clear guidance for consistency of learning and teaching across the school
- Enable the teaching team to identify aspects of best practice as part of their continuing professional development
- Utilise our school grounds to enhance our curriculum provision

How do we secure effective learning and teaching?

Effective Learning

We acknowledge that children learn in many different ways and we recognise the need to offer opportunities for this. Children will be encouraged to work in different ways, including: investigation and problem solving; asking questions, researching and finding out; working with different children – in pairs, groups or whole class; asking and answering questions; using computers and ICT equipment; visiting places of educational interest; partaking in creative activities; using creative stimuli; take part in role-play and oral presentation; designing and making things and participating in physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, reflect on how they learn, identify what helps them learn and what hinders learning, begin to identify the next steps for future learning.

When observing good learning in a lesson we would expect to see the children engaged in some of the following:

- **Feelings:** Engaged, Enthusiasm, Energy, Enjoyment
- **Behaviour:** Good behaviour, Quick transitions, Managing distractions, Make own choices, Perseverance, Independence, Coping with mistakes positively
- **Learning:** Sense of purpose, Taking risks, Trying things out, Use imagination, Questioning, Respond to challenge, Sufficient level of challenge
- **Collaboration:** Good communicator, Responding to adults, Responding to children, Working with others, Answering questions, Teaching others
- **Linking:** Solving problems, Using equipment effectively, Apply something out of context, Relating to past experience/learning, Reflective – self evaluating, Reasoning

In day to day lessons, learning objectives are shared and discussed with the children. In order for children to move forwards in their learning, they need to understand how to improve their work. We use assessment for learning in order to do this. Marking is also used to give positive feedback and next steps which the children respond to during the week.

Effective Teaching

Teachers have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and challenge for all.

Planning

At William Morris, we are innovative in our teaching and think carefully about using exciting stimulus and activities. Therefore, when planning we focus on motivating the children by using first hand learning experiences and practical, investigative work which builds on children's previous skills, knowledge and understanding. We use the school curriculum plan to guide our teaching which sets out what is to be taught to each year group.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. We have high expectations of the children's achievement, and we aim to provide the best possible teaching and learning experiences for all our children.

The Planning Process

1. **LONG TERM PLANNING:** overview & schemes of work, developed from NC documentation
2. **MEDIUM TERM PLANS:** Year teams map each term's learning objectives for each subject across the term creating knowledge organisers and planning a progression of skills
3. **SHORT TERM PLANNING:** Year teams meet weekly to evaluate the previous week's planning in light of formative and summative assessment data and to plan for the forthcoming week. Short term planning is shared weekly with Teaching Assistants.

Objectives

We plan our lessons with clear learning objectives and success criteria. We take these objectives from the Early Years Foundation Stage Curriculum and National Curriculum. Our lesson plans contain information about the tasks set and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future. We use Assessment for Learning to share the learning objectives with the children and help them to evaluate their learning against the objectives.

Curriculum

William Morris Primary School will use the National Curriculum 2014 as the framework, to shape our overall KS1 and KS2 curriculum to meet the specific educational needs of individuals and groups of children. However, this will be merely a starting point, and we will ensure that every opportunity is taken to engage with wider curricular materials and subject matter to add further value to the content of the teaching and learning experience, enrich the children's lives and benefit individual children who may need further support to access the curriculum/school life.

Our curriculum will be creative, inspiring and imaginative, designed to promote collaboration, reasoning and resilience. Learning will be active and based around hands on experience. We will utilise high quality play and have a dynamic approach to teaching and learning, setting creative questions for pupils to explore, planning WOW sessions for each topic to engage children's curiosity and imagination and allow the children of William Morris to become more fully involved and excited about learning. Alongside the national curriculum, we will plan for children's personal develop through life skills, trips and visits and outdoor learning.

Life Skills

At William Morris our curriculum will be supplemented by developing children's personal life skills and the qualities children will need growing up in a world of change. This will include developing skills such as: personal confidence, conversation skills, perseverance and collaboration skills. Some of these will be taught within general day to day teaching and learning, some will be allocated to specified to particular year groups.

Whole school provision will consist of:

- Class assembly to share learning and develop presentation and public speaking skills
- To engender a love of reading, teachers will read a class book to the children
- KS2 children being offered the chance to learn a musical instrument
- Ensuring our children are fit and healthy with a focus on PE sessions
- Children representing the school at interschool sports events
- Cooking provision across the school – with each class cooking at least twice a year and Year 6 cooking a 3 course meal for their parents!
- Every class will be exposed to world news and events
- Excellent ICT provision to prepare children for their future
- Year 6 roles will encourage the children to take on whole school responsibility
- Residential trips for KS2 which link to their curriculum learning and enhance personal development

Specific year groups will include:

- EYFS curriculum will be play-based with a wide variety of outdoor learning activities and visits from the fire brigade and police
- KS1 will include - animal care, learning the recorder and a visit to an art museum
- Lower Key Stage 2 will include – a trip to the theatre, touch typing, calling 999 and basic first aid, French Café and awareness of environmental changes
- Upper Key Stage 2 will include – an enterprise week, working with a local artist, a career day, link with local secondary school focussed on science and sessions on mindfulness.

Learning environment

We believe that a stimulating learning environment sets the climate for learning and an exciting classroom promotes independence skills and high quality work by the children. We aim for our classrooms to be welcoming by providing a peaceful and calm atmosphere enabling an enriched and challenging curriculum to be taught to all. All classrooms have good quality equipment and a well-stocked book corner. Each classroom also has an interactive white board.

We agree our learning environments should:

- be welcoming and inviting
- support and challenge learning, with resources up to date and accessible
- celebrate achievement and effort
- be safe, warm, comfortable and clean and free from hazards
- encourage cooperation, collaboration and good working relationship
- well organised and uncluttered

Trips & Visits

Trips and visits are an integral part of our curriculum and help to bring learning to life. Trips and visits will be linked to our curriculum learning and will help children gain a greater understanding of a topic, be immersed in a time period, develop a life skill or broaden their experiences. When we plan to take children out of school, we first inform parents and obtain their permission. A risk assessment is completed, agreed by the headteacher and circulated to all adult going on the trip. After the trip, children will continue their learning back at school and reflect on what they have seen and learnt. William Morris will have an Education Visit Coordinator who will oversee all trips and visits.

Behaviour and relationships

All staff work hard to establish good working relationships with all pupils and treat the children with kindness and respect. We treat children fairly and give them equal opportunity to take part in class and out of school activities. All our teachers have a high regard for good behaviour and classroom management, following the school behaviour and anti-bullying policy. We expect all children to show consideration for others. We praise children for their efforts and aim to build positive attitudes towards school and learning in general, using stickers and certificates as rewards. Pupils are fully involved in establishing class and whole school rules which link in with our values, assembly plans and PSHE curriculum.

Achievement

We take every opportunity to celebrate achievement through:

- Verbal or written praise by teachers, peers, Head teacher and parents
- Displays of work
- Opportunities to perform or share learning
- Positive comments to parents, notes, phone calls
- Certificates and rewards

Assessment

We recognise and acknowledge the fundamental role of assessment in the teaching and learning process. Assessment for learning (formative assessment) is employed effectively on a daily basis and leads to teachers amending planning and learning opportunities to ensure they are relevant and purposefully adapted to meet the needs of all children. Teachers are expected to employ the following assessment for learning strategies:

- Written feedback through marking of books (see Marking Policy)
- Oral feedback delivered during or after the lesson
- Peer and self-assessment
- Administering and marking more formal assessments
- Inputting of data into Target Tracker
- Each teacher is able to talk confidently about their class data and subsequently identify children who need intervention
- Reporting to parents through both verbal and written reports of children's progress

Successful assessment for learning ensures that children are directly involved in the teaching and learning process and that wherever possible, they are aware of where they are in their learning, where they need to go and how best to get there.

Assessment is monitored and tracked by Senior Leaders at the school and pupil progress is reviewed with the class teacher on a termly basis for the majority of children and more frequently for those who have SEND or are not making good progress. At William Morris Primary we follow an assessment cycle to ensure assessment feeds closely into planning and teaching - please see our assessment policy for further details.

SEN/Interventions/More Able

Our SENDco supports staff, children and parents in ensuring children's needs are met, providing advice and organising interventions when necessary. When planning work for children with special educational needs, we give due regard to information and targets contained in the child's provision map or EHCP. We aim to extend children who are More Able within our quality first teaching and by possible extra sessions. Interventions are put in place where needed to boost children or cover a specific area for learning.

Who is responsible for effective Teaching and Learning at William Morris Primary School?

At William Morris Primary we recognise the need for the entire learning community to take responsibility for the application of this policy at varying levels.

Our expectations of the children

We encourage pupils to:

- follow the school rules
- be willing to have a go and persevere

- take risks
- understand that mistakes are good because they can help all of us get even better
- be resilient, persistent, reflective and resourceful
- be supportive of others they are learning with
- be willing to share their learning with others

The role of teachers

Teachers will:

- to plan effective inspiring lessons
- to have high expectations of all pupils
- to secure good learning outcomes for pupils so they make good progress
- to support pupils in applying their learning and to secure new learning
- to support each other in our own professional development
- to use CPD to develop their own teaching
- to communicate effectively with children, parents and other professionals regarding children's learning and welfare

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. Children learn best when there are strong links between home and school.

- Build a positive partnership with school
- Support the school's policies for behaviour and learning, so there is a consistent message
- Support your child's learning and offer appropriate help with reading and home learning
- Attend parent consultation meetings to discuss your child's progress and learning
- Attend celebration events for their child

The role of Local Governors

Our governors support teaching and learning by:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful learning and teaching
- monitoring teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensuring that Staff Appraisal policies and CPD promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders, the Head teacher's reports to Governors as well as a review of the CPD sessions attended by our staff
- act as a critical friend

The role of support staff

- to deliver effective wave 1 and wave 3 interventions as directed by the teacher or SENDco
- to support the class teacher effectively to ensure children make progress

- to support individuals and groups of children identified by the teacher
- to feedback to the class teacher on the progress of children
- to be positive and supportive role models to the children

The role of the SLT

- To be positive role models to their teaching teams
- To offer guidance on teaching and learning and pastoral support
- To monitor and evaluate the impact of learning
- To hold members of their teaching team to account

Monitoring and evaluation

It is the responsibility of the SLT to monitor and evaluate standards in teaching and learning at William Morris Primary School. This will be undertaken through such activities as:

- lesson observations
- learning walks
- pupil voice
- pupil progress tracking & meetings
- books/work scrutiny
- planning scrutiny and feedback
- classroom environment monitoring
- internal moderation

Professional Development

All our staff reflect on their strengths and weaknesses and acknowledge their professional development needs accordingly. We do all we can to support our teachers and LSAs in developing their skills, so that they can continually improve their practice. Our Appraisal Policy and practice supports this process effectively.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of additional year groups, new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review on a regular annual cycle.

Policy written May 2019

Policy to be reviewed May 2020

This policy will be reviewed in accordance with the school’s review cycle, or earlier if necessary.

Signed Headteacher:

Signed Chair of Governors: