



Eccleston Primary School

Policy for Teaching and Learning

Learning is at the heart of everything we do at Eccleston Primary School. It is an activity which involves and is participated in by everyone. Through these activities we aim to maximise the learning potential of all pupils at Eccleston Primary School and raise the educational standards achieved by our pupils. The key to successful learning is effective teaching, that is differentiated to need and learning style. Effective teaching occurs when teachers understand and are able to apply the principles of the learning process to a range of children in a variety of situations. We are committed to the development of the whole child and aim to ensure the development of the children's social, cultural and moral awareness and send well equipped, motivated independent learners to their next stage of education.

Aim:

This policy is central to the school's purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners.

Our definition of learning:

- Being actively involved in a process of exploration into new concepts
- Having the opportunity to challenge understanding and apply to new situations
- Developing and deepening knowledge in different areas
- Being inspired and actively engaged to then question, visualise and investigate objectives further
- Persevering and challenging your ability, in order to improve

Our definition of teaching:

- Inspiring, engaging and igniting a fierce thirst for knowledge
- Development through concrete, pictorial and abstract ideas
- Varying teaching styles to provide for all learners
- Questioning to ensure learning is deep and embedded
- Considering the needs of individuals and groups to ensure lessons/steps within lessons are specific and relevant
- Ongoing assessments to ensure maximum progress

Principles of Effective Learning

We believe pupils learn best when:

- they feel happy, comfortable and safe;
- their confidence and self-esteem are high and they enjoy positive, trusting relationships with adults and peers;
- they are challenged, encouraged and supported by peers and adults, including family;
- adults and older children provide good role models as learners and members of the community;

- the learning environment is stimulating and properly resourced;
- teaching is authoritative, purposeful, positive, well-paced, varied and stimulating;
- they are actively engaged in the learning process;
- our teaching takes account of their individual needs and interests.

Features of a good/outstanding lesson:

- Effective relationships that foster a positive, encouraging learning environment
- Teaching that give careful thought to previous learning and the steps needed to achieve planned objectives
- A 'hook' or initial stimulus that captures attention and magnifies learning
- A range of teaching styles that enables pupils to explore, apply and deepen their understanding
- A teaching sequence that guides pupils through concrete, pictorial then abstract ideas
- A climate that fosters and maintains a questioning ethos between all individuals
- Pace that ensures swift transition and engagement
- Enabling pupils to share their understanding through the use of talk and whiteboards, thus providing essential assessment opportunities
- Learning that is thoughtfully matched to the needs of each child to ensure maximum progress
- The use of ICT to enhance learning
- Lifelong experiences that support pupils and continue to foster a love of learning
- Additional adults deployed effectively to maximise learning at every opportunity

Learning Environment:

The learning environment makes a significant contribution to the quality of education provided and promotes positive attitudes to support learning. Each area of the school is resourced and maintained to a high level in accordance with the learning which takes place there. Learning environments are monitored through a 'Learning Environment Checklist' which is completed by SLT and shared with individual teachers.

- A safe, secure and stimulating environment where children enjoy learning.
- Resources are well labelled, well ordered and accessible.
- Regularly updated displays which are informative, interactive, bright, colourful and celebrate children's achievement.
- Space is used effectively and the layout accommodates movement to ensure variety of groups and learning opportunities.
- Neat, tidy and free of clutter.
- A source of reference that promotes learning.
- A learning atmosphere of mutual respect to develop consistency with high expectations of work and behaviour.

Effective Monitoring and Evaluation:

- **Teacher :**
 - To fully implement the Teaching and Learning policy.

- **Subject Leaders**
 - To monitor and evaluate the quality of learning for their subject through scrutiny of planning/work, pupil interviews, lesson observations, analysis of assessment data, target setting (where appropriate) and monitoring of resources.
 - Report the main findings of monitoring to teaching staff and the Head teacher.
 - Ensure all teaching staff are up to date with subject specific initiatives, information and resources.

- **School Leadership Team**
 - To monitor and evaluate aspects of the quality of teaching and learning throughout the school.
 - Report to teachers the main findings following observations and monitoring.

- **Head Teacher**
 - Overall responsibility for the monitoring teaching and learning across the school.
 - To report key findings to the school's Governing body.

- **Governors**
 - To ensure all available resources are best deployed to maximise teaching and learning.
 - To hold the Headteacher and staff to account for the quality of teaching and learning

Assessment and Tracking:

The assessment of pupil's progress is crucial when measuring the effectiveness and appropriateness of the curriculum being delivered. We have a rigorous Assessment and Tracking system which has a great impact on the teaching and learning within classrooms and when striving to raise standards.

Children are tracked across all subjects as a cohort. Children who are not making age related progress are highlighted and supported at necessary levels through waves of intervention. Children who are making accelerated progress levels of progress are highlighted and opportunities offered through small group work and extension sessions.

Clearly structured assessment opportunities, linked to the curriculum, ensure teachers have a thorough knowledge of each pupil's ability within their cohort. Children are involved in the setting and moderation of individual targets – they are well informed of the small steps needed to achieve their targets.

- **Formative Assessment**
 - Verbal and written (marking) feedback is given in line with success criteria identifying the next steps for learning and highlighting successes (stars and wishes).
 - As children progress through school greater ownership of self-assessment and peer assessment takes place using marking ladders and self-checking strategies. (AFL)
 - Questioning techniques are used to assess pupil understanding, challenge thinking and move learning on.

- **Summative Assessment**
 - Analysed by staff, subject leaders and school leadership team in order to identify gaps in learning and assess curriculum provision.
 - Target groups and SEN/AGT are identified.
 - Planned opportunities for intervention and enrichment groups
 - Used to inform group setting and set numerical and written targets.

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