

# White Laith Primary School

## Teaching and Learning Policy

Agreed by Governors February 2021

Reviewed with staff: January 2021

Review date: February 2024

### **Safeguarding**

At White Laith we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at White Laith. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. We also exercise this responsibility by educating our children so that they grow in their understanding of their rights and responsibilities to themselves and others, in safety consciousness, and, in their maturity and abilities to keep themselves and others safe. We perceive this to be part of our role in promoting British values

### **Introduction**

At White Laith Primary School, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day, and that our school is a learning community for all its members. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives, enabling them to become contributing members of their community.

#### School Aims

- Develop independent, effective learners who enjoy school and who will become life-long learners
- Create a cohesive school community in which there is mutual understanding, trust and respect
- Empower staff and children by raising confidence, self-esteem and self-belief
- Equip children with the attitudes, qualities, skills and understanding they need for success in our ever-changing, diverse world
- Bring about optimum achievement for every child
- Become an excellent school

### **British Values**

The DfE have reinforced the need ***"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."*** The Government set out its definition of British values in the 2011 Prevent Strategy.

We aim to inspire our children in order for them to make a positive contribution to their community in the future. A quote in school, 'Aspire, not to have more but to be more' reflects this.

Our school teams are named after inspirational people: Mandela, Tomlinson, Barnardo and Wilberforce. All these people have changed the world for the better by their actions and we hope White Laith pupils will learn from them and do the same.

### **Democracy**

Children have many opportunities for their voices to be heard. They are encouraged to express their views on the 'Pupil Voice' board in the main corridor on a wide range of areas and know that their ideas are valued and where possible acted upon.

We have a vibrant school council which meets regularly. The Council is able to genuinely effect change within the school by working on the following areas: school policies, contributing to the wider community (charity events) and running the school. Class council members for each year group are voted in by their class. After their meetings councillors feedback to their class and take suggestions. This allows all children to have a voice. In addition we also have School Sports Ambassadors, School Food Ambassadors and our Trust Pupil Forum.

The PSHE curriculum includes a specific unit of work for year 4 pupils where they explore the topic of democracy (include our voting system) in detail and year 5 pupils take part in a series of debating workshops which culminate in a debating competition with our Trust schools.

Classes choose their behaviour for learning targets together and vote for which target they feel most beneficial. The children also suggest and vote for the reward after achieving their target.

### **The Rule of Law**

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days (as part of our Golden Rules), as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

### **Individual Liberty**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons.

### **Mutual Respect**

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

### **Tolerance of those of Different Faiths and Beliefs**

White Laith is situated in an area which is not greatly culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths.

## **Aims and objectives**

We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

The purpose of this policy is to secure consistency and continuity in learning and teaching across the school. It informs practice. Priority is given to the core subjects and the development of basic skills; speaking and listening, reading, writing and maths.

The policy is underpinned by an acceptance that quality of learning and children reaching their maximum potential is dependent on the quality of teaching. In accordance with this policy, teachers will regularly evaluate the impact of their teaching on learning.

It is intended that this policy is consistent with the review and development of other policies eg the Assessment policy, the Marking and Feedback policy, Inclusion policy, Homework policy and the Behaviour policy.

The principles of effective Assessment for Learning underpin this policy and the policy will be reviewed regularly so that it reflects evolving effective practice and improving consistency through professional dialogue.

## **The role of governors**

Our governors determine, support, monitor and review the school's approach to teaching and learning.

In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders and the headteacher's report to governors
- support the school safeguarding procedures through supporting the selection of staff following safer recruitment guidelines, ensuring induction of staff includes safeguarding /child protection issues, and that the curriculum enables the children to developmentally learn how to keep themselves safe.

## **The role of parents and carers**

We believe that parents and carers have a fundamental role to play in helping children to learn.

We do all we can to inform parents and carers about what and how their children are learning:

- by holding parents' evenings to explain our school strategies for teaching and learning across the curriculum.
- by sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school.
- by inviting parents into school each half term for their child to share their books and their mentoring file.
- by explaining to parents and carers how they can support their children with homework, and encouraging parents to support children for example, by sharing the expectation that parents read every day with their child.

- by providing information showing them national expectations/ targets for children at the end of each year group with advice on what they can do at home to support their child in achieving these levels.

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to read with their child and support them to complete learning log homework
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home–school agreement.

### **Monitoring and review**

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school.

## **Effective teaching and learning**

### **Learning Environment**

#### Teachers will:

Create an organised, stimulating, tidy and inviting classroom environment.

Ensure the visual environment reflects diversity and issues around equalities.

Greet children and be ready to start learning straight away.

Resources will be collected and prepared before the start of the lesson

Ensure areas are defined and appropriately ordered to meet the needs of the children.

Make use of working walls which will be well positioned for easy use during teaching sessions and easily accessible for children.

Targets and objectives will be displayed and available in a variety of forms eg on target cards, on working wall, on posters.

#### Learners will:

Respect their environment and keep it tidy.

Enter the classroom quickly, quietly and be ready to learn.

Use resources appropriately

Know where to find resources and be independent in accessing them.

Learners will be focused on what they are learning and make use of prompts available in the classroom.

Know their targets, next steps and teacher expectations. Learners will strive to achieve their targets

Display helpful appropriate vocabulary in each area (including open questions).

Mind maps will be used to support the development of topic vocabulary – these will be used at the beginning of each topic to establish prior knowledge, be referred and added to throughout the topic and reviewed at the end to illustrate progress.

Book areas will be clearly organised in line with guidance and book/author boxes will be changed regularly (half-termly) to maintain high-profile. Library Service books will be used to support and further enhance topic learning .

Ensure the environment includes text in full sentences in a variety of formats (e.g. font types, handwritten).

Value and celebrate children's achievements and display children's work attractively (balance between children's work and learning aids).

## **Planning**

### Teachers will:

Take account of prior learning when planning.

Include opportunities for children to pose questions which may be researched together or independently over the course of a unit of work.

Develop topic planning which is cohesive and makes meaningful links within and across subjects. Topic planning should refer to key curriculum objectives (KSU – knowledge , skills and understanding) in relevant subjects – this document will be used to support assessment during and at the end of the topic

Explain learning targets and refer to them regularly.

Have access to appropriate language and spelling.

Use vocabulary on class mind map including technical vocabulary as appropriate.

Look after books, especially when taking them home to read. Return books to correct boxes. Recommend books to peers.

Have good models of written text.

Have achievements celebrated and take pride in their work.

### Learners will:

Have their views and interests taken into account.

Pose questions and undertake independent research when appropriate.

Refer to and use success criteria and/or writing targets whilst working.

Include/Consider all the agreed key features of effective planning: LO, SC, key AFL questions, differentiation linked to individual targets, deployment of staff, clear opening, main and plenary, range of whole class, independent, group learning. Include reference to KAGAN strategies to support organisation and collaboration.

Adapt, refine and evaluate planning to meet the ongoing needs of pupils.

Contribute to assessment and evaluation to inform future planning eg thumbs up, thumbs down.  
Respond to marking/feedback.

### **Learning objectives and success criteria**

#### Teachers will:

Ensure objectives and success criteria (learning outcomes) are routinely shared and discussed

Review learning and achievement in relation to objectives as a routine part of the learning sequence and use outcomes from this to inform future planning

#### Learners will:

Be able explain clearly, to teachers and peers, where they have used the LO, SC and/or individual targets

Recognise what they have achieved and the next steps in their learning and see the bigger picture.

### **Differentiation and pitch**

#### Teachers will:

Plan for the whole range of ability within the class

Differentiate by planned outcomes, adapting success criteria to the needs of groups

#### Learners will:

Be challenged and motivated

Know the success criteria and use them to assess their progress.

Adapt tasks and resources to suit intended outcomes / success criteria

Be aware of barriers to learning, including those which are personal, social and emotional.

Engage with the professional help provided. Recognise that adults are here to help.

### **Peer and Self assessment**

#### Teachers will:

Plan time to review learning against the given objective and expected outcomes / success criteria.

Teach children how to peer assess constructively in relation to the given objective and then use regularly.

Plan time for children to respond to marking

#### Learners will:

Be aware of their own strengths and weaknesses and can set themselves targets for improvement

Use success criteria to assess and improve their own and their peers' work. Use sentence starters to support feedback eg "I liked it when..." "Next time you could..."

Read written comments and respond to them – make changes and/or corrections as suggested

### **Feedback**

#### Teachers will:

Adhere to the school Marking and Feedback policy.

Ensure children are aware of and understand levelling grids and associated targets

#### Learners will:

Know how well they have done and how they can improve

Know what individual targets are and work to achieve them

### **Teaching methods**

#### Teachers will:

#### Learners will:

Incorporate KAGAN strategies within most lessons. These are specifically designed to improve quality of collaboration and develop speech and language.

Essential 4 – Rally Robin

- Round Robin
- Timed Pair Share
- Rally Coach

In KS2 children should be seated in teams of 4. These teams will change each half term.

Refer to metacognitive (learning to learn) skills frequently –reinforcing and identifying when children use them

- Resilience
- Collaboration
- Independence
- Initiative
- Reflection
- Enquiry

Use a range of questioning strategies including targeted questions, 'bounce technique' and the use of selector tools to promote active learning

Support the development of speech and language skills within all sessions through careful questioning, the use of sentence starters/frames and high expectations (children should answer in sentences). Adults should model correct use of grammar at all times.

Maintain pace in learning. Provide timed and challenging expectations and refer to them throughout the session.

Use agreed behaviour strategies to organise children quickly 123 look at me / 54321 Show me.

Provide opportunities for independent and collaborative working eg. learning in pairs or groups.

Develop skills to be good team members. Speak to and listen to their partner/team-respecting contributions and supporting others to improve.

Children are obliged to be fully involved and are stimulated.

Develop metacognitive skills – think hard!

Think about the answers to all questions, listen to peers answers and be able to respond.

Children 'show' they have an answer – no hands-up approach.

Use given sentence starters/frames when explaining thinking and/or answering questions. Begin to use these structures fluently when speaking generally.

Be engaged and motivated to learn – work hard.

Listen to and respond quickly to instructions .

Will not be put off when things get tough.



## **Questioning**

### Teachers will:

Encourage children to ask questions

Ask a variety of open and closed questions to challenge all children in the class. Why? How do you know? Include Blanks questions at the appropriate level.

Identify key questions in their planning which help with assessment and encourage children to think more deeply

Ensure thinking and discussion time for children to discuss and answer questions (talk partners, teams) and use school behaviour strategies to support these sessions

### Learners will:

Ask relevant questions – think hard

Be involved and able to ask and answer questions at their level

Be obligated to take part.

## **Teaching Assistants**

### Teachers will:

Share planning, in good time, with teaching assistants and make sure they are properly briefed before lessons

Deploy teaching assistants with all ability groups and one-to-one

Encourage TAs to give feedback (written or verbal) to the teacher and the children

### Teaching Assistants will:

Read planning and ask if they require clarification.

Use planning to ensure they have all resources to deliver learning.

Model expected behaviour on the carpet eg join in with partner talk, stop at 123 Look at me.

Know the individual targets of children they are working with.

### Learners will:

Co-operate with teaching assistants and show them respect

Recognise when the adult is available to support them

Respond appropriately to the feedback and respect the adult's comments

Behave as expected in all situations

Know their personal targets and work hard – noting progress towards them

Prompt children to use appropriate resources  
– encouraging independence  
Feedback to teacher at the end of a session.

Support class systems eg ensure Focus  
Readers/IEP timetables run, implement IBP's  
consistent whole class behaviour .

Support class organisation systems to ensure  
all resources are kept in allocated places.

Use resources available independently

Self-assess at the end of a session

## **Resources**

### Teachers will:

Models and images will be used as  
appropriate – in particular resources to  
support mathematical learning should be  
carefully selected, frequently used and readily  
available.

Provide pupils with good quality differentiated  
resources which represent a variety of  
cultures and/or present a global dimension to  
the topic or human experience.

Use ICT programs and tools for a range of  
purposes across the curriculum to support  
and enhance learning eg Lexia, mathletics,  
video recording software.

## **Remote Learning**

### Teachers will:

Follow expectations on our Remote learning  
Plan and set appropriate tasks which  
reinforce prior learning and provide  
opportunities to build on current skills.

### Learners will:

Use equipment;/resources to support own  
learning – accessing these independently as  
required.

Take care of resources and use them  
respectfully.

Develop key ICT skills and will have the  
opportunity to practise and consolidate their  
learning of these through the cross-curricular  
links.

### Learners will:

Read the daily plan and complete tasks at  
home to the best of their ability

Ask their adult at home for help if needed

Return tasks to the teacher to be marked

Provide a range of tasks including online, paper-based, practical, active and research-based

Provide some tasks which children can complete independently

Develop their own personal IT skills and make decisions about the best way to present information eg written, video, 'live',

Use Dojo messaging app to maintain close contact and provide Dojo points as rewards

### **Health and Safety**

#### Teachers will:

Create a calm and effective working environment where children feel safe and secure

Adhere to all health and safety requirements noted within other H&S policies eg visits

#### Learners will:

Be safe and feel safe. Ask for help and advice when they need it.

For further clarification see:

Reading Progression document

Spoken language progression document

Communication Friendly School guidance booklet

Writing sequence – agreed by all staff