Eversley Primary School

Learning and Teaching Policy

Vision Statement

Enjoyment, Perseverance, Self-Belief

At Eversley Primary School we believe children learn best when they are happy and have a love of learning. Our values based curriculum provides them with the tools they need to be effective learners and prepares them for life, whilst supporting them to have the self-belief and determination to be the best they can be.

Introduction

At Eversley we want to inspire all our pupils to love learning. With our rich creative curriculum which is underpinned by our key drivers of Values, Enterprise and Enrichment we believe all pupils can be inspired for learning and enthused to achieve greatness every day.

Eversley learners are encouraged to be:

- Problem Solvers
- Independent thinkers
- Enterprising
- Open to deepening their understanding
- Inquisitive
- Team players
- Confident to ask for support when needed
- Determined to succeed when tasks are difficult
- Persistent to never give up
- Expressive about their understanding using their pupil voice
- Focused on their intelligent practice

Effective Learning and Teaching

To achieve excellence and for pupils to be the best that they can be, we offer opportunities for children to learn in different ways. These include:

- **Mastery for all** – learners are all working towards being masters of their year group curriculum or having mastery with greater depth.
- **Through Agile teaching** – learners are challenged in all lessons. Teachers challenge and deepen the understanding of all pupils and also focus on pupils who need support with their learning in every lesson.
- **Using open-ended questioning** – learners are exposed to open ended questions in every lesson. Teachers plan their open ended questions very carefully to ensure pupils are given opportunities to think independently, challenge their ideas and deepen their understanding of the curriculum.

- **Sharing the learning explicitly** - learners are clear on the learning taking place in each lesson as the WALT (We are learning to:) and Value of the lesson are shared. Success Criteria are developed and used by teacher and pupils to assess their learning.
- **Personalising the learning** – learners are set cold and hot tasks at the beginning and end of each unit of work. Teachers will set a cold task (a task unseen and not yet taught to pupils) to assess prior understanding, enabling them to pitch work specifically to the needs of individual pupils. A hot task (a repeat of the cold task or a progressively harder task) is completed after the learning has taken place; this ensure teachers and pupils are clear on the progress that has been achieved.
- **Pupil voice in lessons** – learners are encouraged to justify and reason their understanding using their 'pupil voice' both written and orally.
- **Assessment and feedback** – learners are set next steps in their work enabling them to move their learning forward, address misconceptions or consolidate their understanding where necessary. Teachers use mini plenaries to assess learning during the lesson. Teachers record pupil progress on 'I can statements' in English, Maths and Science.
- **Pupil conferencing** – Half termly, learners conference with their class teacher about their progress. Successes in learning are celebrated and targets are set for the next term. From Year one, ten minute one to one conferences take place with each and every child.
- **Setting high expectations** – learners are challenged daily to work to their full potential by teachers.
- **Use of other adults** –learners are supported by Teaching Assistants, Learning Support Assistants and other adults in school. Their focus is to make a marked contribution to pupil progress by supporting learning, building confidence and helping learners recognise their strengths and areas for development.
- **EYFS (Early Years Foundation Stage)** – Learners in Reception are given every opportunity to ensure they develop well and are kept healthy and safe. We promote learning and teaching to ensure children's 'school readiness' and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
- **Positive praise** – Learners understand that excellent behaviour for learning is what we strive for at all times. This is celebrated in lessons. Pupils are thanked during 'Thank you' assembly when excellent behaviour and values are displayed and learners are sent to the Senior Leadership team to be praised. Learners are valued and respected at all times at Eversley.
- **Classroom environment** – Learners are immersed in cross curriculum theme displays in their classroom. This is to motivate, inspire and engage them in their learning. These displays change termly.

The role of the Head Teacher, Senior Management Team and Governing Body is to :

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulation;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote first class quality teaching.

The role of the Parents/Carers:

We believe that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning by:

- Sharing curriculum overviews with parents each term;
- Holding a 'meet the new year group' at the beginning of the academic year;
- Holding curriculum evenings and running workshops to ensure continuity between home and school;
- Holding parents' evenings to discuss children's progress;
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child's progress can be improved further;
- Explaining to parents how they can support their children with homework;
- Holding coffee mornings to explain relevant developments in their child's education;
- Holding a termly Parent Forum to discuss whole school developments and successes.

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

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school for partaking in activities;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

Monitoring and evaluation

Staff development needs will be identified in line with this policy, Performance Management and continued Professional Development Policies. The Learning and Teaching Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom learning observations;
- book scrutiny by the senior management team and subject leader monitoring of subjects
- sampling pupil's work;
- sharing pupil's work throughout school and discussing quality;
- internal and external moderation of pupils' work;
- discussion with pupils;
- pupil progress data.

Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Reviewed – September 2019

Next review date – September 2020