



Eversley Primary School

Learning and Teaching Policy



Our vision

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 of our pupils to have a love of learning, which continues beyond their primary education. We want to create lifelong learners and pupils that are advocates of their own learning. With our rich curriculum which is underpinned by our key drivers of Values, Learning for Life, Health and Well-Being 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.

According to 6 themes, teachers focus on:

- 1. Metacognition and self –regulated learning**
Pupil's ability to monitor, direct and reviewing learning
- 2. Emotional Engagement**
Feeling connected with the learning

3. Retrieval and revision

Conditions which supports and embed deep, long term learning and mastery

4. Responsive teaching

Using formative assessment to support the progress of all pupils, including vulnerable groups

5. Oracy and 'word wealth'

Creating a 'word rich' classroom

6. Collaborative learning

Working collaboratively to extend and elevate pupils' learning into deeper levels of understanding.

Quality First Teaching

Quality First Teaching emphasises the importance of relationships between the classroom teacher and pupils, and encourages higher expectations through higher levels of support for all pupils.

2008 Department for Children, Schools and Families (DCSF) policy document called 'Personalised Learning – A practical guide'.

QFT:

... demands 100% participation from the pupils, and sets high and realistic challenges. It does not 'spoon feed', it is challenging and demanding; it expects pupils to be able to articulate their ideas, understanding and thinking by actively promoting pupil talk.

Personalised Learning – A Practical Guide' (2008), page 10

Quality First teaching includes:

- **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.
- **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 their curriculum through working walls, ‘Spotlights’ and reading areas in their classroom. This is to motivate, inspire and engage them in their learning. ‘Spotlight’ displays change half 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 quality first 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 knowledge organisers with parents each term/half term;
- Holding a ‘meet the teacher’ 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 a midterm report as well as 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 variety of forums for parents to share whole school developments.

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:

- learning walks;
- book looks 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 scaffolded to enable all groups and individuals to succeed. We are committed to creating a positive climate that will enable everyone to work free from discrimination and harassment to achieve their potential.

Reviewed – November 2022

Next review date – November 2023