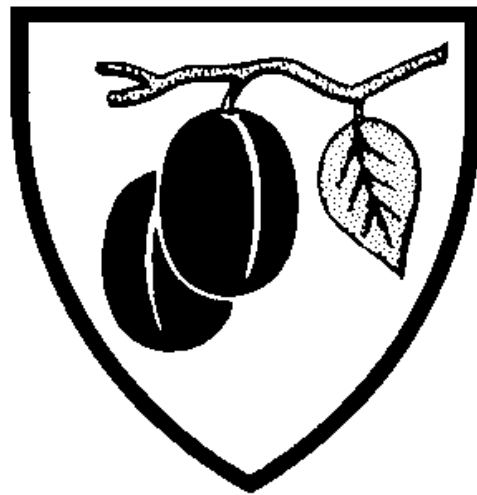


*Plumcroft Primary School*

# Plumcroft Primary School

**Knowing Every Child  
Universal High Expectations  
In Pursuit Of Excellence**



## **Teaching & Learning Policy**

*Plumcroft Primary School*

<b>Teaching and Learning</b>			
<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>	<b>Nominated Governor</b>
<b>July 2020</b>	<b>By December 2023</b>	<b>Toni Ford (Assistant headteacher)</b>	<b>All Governors</b>

We believe we provide all staff with a framework for the highest quality of teaching and learning in order to inspire all children to learn and achieve to the best of their ability. Through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help to prepare them to make a mature and critical contribution to society as an adult.

We believe that the following key statements define high quality teaching:

- To set high expectations for all pupils.
- To talk regularly with learners about their learning and to listen to them.
- To ensure pupils know the learning objectives of all lessons and the steps to being successful.
- To ensure pupils know if they have achieved the learning objective.
- To be knowledgeable about what we are teaching.
- To reflect on our practice and challenge our own thinking.
- To ensure that we have a clear picture of our pupils' knowledge, skills and their level of understanding.
- To organise our classroom activities to encourage children to become successful learners through understanding how they learn.
- To deliver purposeful lessons with speed and challenge.
- To link lessons to real life situations and problems and with other subjects.
- To use open ended questioning techniques.
- To meet the needs of all learners by using different teaching strategies and resources.
- To formally and informally assess the attainment of our pupils.

We believe quality learning is reflected in the outcomes of the education experienced by the children and this is evident in their response, attainment and progress.

We believe high quality learning is achieved when pupils are:

- enthusiastic, attentive, responsive and on task;
- talking confidently and asking appropriate questions;
- confident in asking for help and support, as well as having self-help techniques that they can access;
- aware of their achievements and what they need to do in order to improve;
- producing good quality work;
- knowledgeable about their learning

## **Aims**

- To maximise children's learning potential.
- To promote high quality effective teaching.
- To achieve high quality learning.
- To develop an effective learning environment.
- To recognise and celebrate achievement, attainment and effort.
- To foster creativity, enthusiasm, enjoyment, motivation, independence and co-operation.
- To stimulate a desire for lifelong learning.
- To work with other schools in order to share good practice in order to improve this policy.

## Dyslexia

All teachers will ensure that pupils with dyslexia will have access to a rich, broad and balanced curriculum. All staff are responsible for meeting the needs of pupils with dyslexia and have an understanding of implications this has on the subjects they co-ordinate.

Pupils will have opportunities to access the curriculum through differentiated tasks, outcomes and resources. Through the analysis of data and knowledge of the children, pupils are targeted for specific interventions to support their skills in reading and writing. Staff understand that this is a gateway to accessing the other areas of the curriculum.

Resources are available to support children with specific learning difficulties and class teachers and TAs produce learning materials that are dyslexia friendly. Each class teacher has a checklist for planning to ensure their teaching is as inclusive as possible. Every effort will be made to ensure that children's well-being is not affected by being diagnosed with Dyslexia.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- appointed a member of staff to be the Teaching and Learning Coordinator;

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- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the SLT (incl T&L co-ordinator)**

The SLT will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- keep up to date with new developments and resources;
- provide induction, guidance, support and training to all staff;
- ensure a continuous professional development programme is in place for all teaching and support staff in order to develop teaching and learning throughout the school;
- ensure teaching staff have their statutory planning, preparation and assessment time;
- ensure all teaching and support staff are line managed;
- monitor teaching and learning across the school, following the guidelines of the whole school monitoring policy;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy
- monitor the quality of teaching and learning across the school through observations, book monitoring, data analysis, and discussion with class teachers;

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with SLT and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

## **Role of Phase leaders**

Phase leaders will:

- comply with all aspects of this policy
- undertake appropriate training;
- monitor and evaluate the quality of learning for their phase;
- report the main findings of monitoring to teaching staff and the SLT;
- report any concerns they have on any aspect of the school community
- organise literacy and numeracy parent workshops;

## **Role of Class Teachers**

All teachers will:

- adhere to the teaching and learning policy;
- will plan lessons which have high expectations and are interactive, engaging and differentiated for all abilities so that maximum progress can be made by personalising the learning;
- will plan lessons that have clear learning objectives and success criteria, and have activities that appeal to a range of learning styles, visual, aural and kinaesthetic;
- plan learning which takes advantage of strong and meaningful links between subjects and to 'block' work to make effective use of time;
- inform parents each term on how they can support their child;
- inform parents during termly parent-teacher consultations of their child's literacy and numeracy progress and targets;
- provide detailed annual report pupil reports;
- prepare data analysis to share with SLT in progress meetings.

## **Role of Pupils**

Pupils will be encouraged to be effective learners by being:

- enthusiastic, attentive, and responsive;
- confident;
- aware of their targets and their achievements;
- knowledgeable about their learning

## **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to support their children;
- be aware of their child's targets;
- be encouraged to take an active role in the life of the school by attending:
  - parents' evenings
  - parent-teacher consultations

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- class assemblies
  - school concerts
  - fundraising and events
- 
- be encouraged to support and participate in school events with their children;
  - ensure regular and punctual attendance;
  - notify school on the first day of pupil absence;
  - avoid having holidays in term time;
  - encourage effort and achievement;
  - encourage completion of projects/tasks and return them to school;
  - read with their children
  - support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
  - ensure correct school uniform is worn

### **Monitoring the Effectiveness of the Policy**

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	

