

Phoenix Community Primary School

Teaching and Learning Policy

January 2015

1. OBJECTIVES

This policy aims to set out the guidelines of agreed principles and approaches that underpin the teaching and learning at Phoenix Community Primary School.

2. ASSESSMENT

Assessments should be ongoing and formative, ensuring that children are meeting the expectations set for them in the short, medium and long term.

Teachers will ensure that:

- the depth and pace of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback;
- marking is frequent and regular providing pupils with clear guidance on how learning-outcomes can be improved;
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that provide support and challenge for all;
- they keep agreed assessment records and submit data in line with the Assessment Timetable in Reading, Writing and Mathematics.

Leaders in the school will ensure that:

- there is an Assessment Schedule in place which ensures consistency of practice;
- there is an efficient system for tracking pupil attainment and progress in place; data is scrutinised rigorously in Pupil Progress Meetings involving class teachers and members of the Senior Leadership Team; this data is used in deployment of resources;
- there is an Inclusion Leader to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary.

3. PLANNING

Learning Activities should be well-planned, ensuring progress in the short, medium and long term.

Teachers will ensure that:

- all work is planned, both termly and weekly, and that planning is filed each week on KLZ for shared reference;
- termly theme plans adhere to the progression of skills and knowledge document;
- weekly English, Maths and Science plans adhere to the Kent Schemes of Work as adopted by the school;
- planning is holistic, recognising connections between areas of learning and taking into account the role that teaching has in promoting children's spiritual, moral, social and cultural development.

Leaders in the school will ensure that:

- there is a progression in skills document in order to ensure continuity and progression;
- there is a Curriculum Map which is broad and balanced;
- where there are agreed Schemes of Work in place, these are known to all and detailed in the subject-specific sections of the Curriculum Policy;
- subject-specific curriculum policies are in place;
- a monitoring cycle is in place to support the progress of individuals and groups of pupils.

4. TEACHING AND LEARNING ACTIVITIES

Teaching and learning activities enthuse, engage and motivate children to learn, foster their curiosity and enthusiasm for learning

Teachers will ensure that:

- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the subjects and areas of learning.
- well-framed questions, knowledgeable answers and the use of discussion promoted deep learning;
- They ensure an appropriate ratio of exposition to learning activity in their teaching;
- they set appropriate home-learning to nurture children's enthusiasm and curiosity and develop their understanding in areas under study.

Leaders in the school will ensure that:

- learning, both in school and at home, is celebrated regularly in public such as Celebration Assemblies, #purplepenwork, newsletters, displays and the school website;
- whole School themes provide points of shared discussion and motivate learners across the school.

5. THE LEARNING ENVIRONMENT

The learning environment is ordered, the atmosphere is purposeful and children feel safe.

Teachers will ensure that:

- they teach children how to behave well;
- they employ positive strategies for managing children's behaviour that help pupils understand the schools expectations and that these strategies are underpinned by clear rewards and sanctions as outlined in the school's Behaviour for Learning Policy, and that these are applied fairly and consistently;
- good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner – they will not shout or lose their temper;
- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies;
- any criticism will be constructive and children's self-esteem will always be maintained.

Leaders in the School will ensure that:

- a clear behaviour policy is in place and all adults working in school have a complete understanding of its content so that it is applied fairly and consistently across the whole school;
- high expectations of behaviour, including attendance and punctuality at school, are communicated to and shared by all children, parents and staff;
- safeguarding procedures are in place and are adhered to.

6. COMMUNICATION WITH PARENTS/CARERS

There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

Teachers will ensure that:

- useful feedback about their child's learning is given regularly to parents, both informally, when appropriate, and formally, through termly parents/teacher meetings and an annual written report;
- parents know how they can support their child's learning at home or in school;
- they are approachable and available to parents (by appointment if necessary);
- information about class trips, class and school events, and other relevant topics are communicated effectively to parents via letter, text, etc.;
- they set appropriate home-learning activities to develop children's understanding of topics covered in class.

Leaders in the school will ensure that:

- there is a named member of staff to nurture parental engagement and encourage life-long learning for parents;
- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, Twitter, notice boards and the school website;
- facilitate parental involvement through the provision of dedicated space for formal and informal meetings and through support for the PTA.

APPENDIX 1 – MINIMUM EXPECTATIONS FOR PLANNING

Planning is for the benefit of the class teacher although all members of staff need to be aware that another adult may have to teach their lesson and follow set planning at short notice. Therefore it has been agreed that planning must include the following:

- Learning Objectives for each lesson;
- Planned adult support
- Steps to Success
- Scaffolding
- Differentiation
- Plenary
- Key Questions

This will be monitored through planning scrutiny, lesson observations and drop-ins.

APPENDIX 2 – MINIMUM EXPECTATIONS FOR CHILDREN'S BOOKS

When considering children's work, it has been agreed that the two main principles are that we want children to take pride in their work and we want children to achieve.

The following minimum expectations have been agreed:

- Marking/Feedback is appropriate and consistent
- Children respond to their marking – initialling it if no response is required
- The marking code is used (see Feedback and Marking Policy)
- There is a balance and breadth of coverage across the curriculum
- There is progression across the unit of work
- There is differentiation evident to challenge and support all abilities of learners
- There are consistently high standards of presentation

Presentation Standards

GENERAL

- Dates and LO/LS to start on the left hand side of the page
- All typed labels to be done in Comic Sans font or similar
- All hand-written dates to be underlined in pencil using a ruler
- All margins to be drawn in pencil using a ruler
- All pens used to be blue handwriting pens
- All marking by teachers to be done in red
- All peer marking to be done in pencil
- One digit per square to be used in Maths books
- SLT comments to be done in purple wherever possible
- Reward Stickers/Stamps can be used
- All marking to be completed before next lesson. No work to go unmarked
- Marking must make a difference to children's learning wherever possible
- Children to be given time to respond to marking before the next lesson

DATE

- Long date in all books apart from maths (short date DD/MM/YY)
- KS1 – Dates to be typed on a label and stuck into book
- KS2 – SEN children to have labels stuck into books where needed

TITLE

- There should be one line between the date and the title
 - KS1 (LS: stands for Learning Star)
 - KS2 (LO: stands for Learning Objective)

MARGINS

- KS1 – no margins needed
- KS2 – use margins already in books
- KS2 Maths – Margins to be drawn in books using a ruler and a pencil. 2 squares in from the side. Numbers with full stop to be used in margins (no circles or brackets)

SHEETS IN BOOKS

- All sheets to be trimmed to fit and stuck in straight – no part of sheet to be hanging outside of the book

- One fold only in sheets

FRONT OF BOOKS

- Front of books should have full name, Year Group and Subject
 - KS1 – On Labels
 - KS2 – Written - other than SEN children

PARAGRAPHS

- No indentation
- One line left between paragraphs

CROSSING OUT

- Rubbers should not be used
- One horizontal line to be put through the mistake

LAST PIECE OF WORK

- Where there is space on the page the last piece of work is to be ruled off and the next piece of work to start under this line.

PEN/PENCIL

- KS1 – All work to be done in pencil
- KS2 – All Maths to be done in pencil; all other work to be done in blue handwriting pen