

Primrose Hill School Learning and Teaching Policy



Learning and Teaching Policy

Introduction

Learning and teaching are the core activities of our school and through these activities we aim to maximise the learning potential of all Primrose Hill Primary School pupils and raise the educational standards achieved by our pupils. Through the breadth of our curriculum we aim to ensure the development of children's social, cultural, spiritual and moral awareness and send well equipped, motivated independent learners to their next stage of education.

This policy outlines the schools approach to promoting excellence and enjoyment of learning and teaching.

Aims

- To maximise children's learning potential
- To promote high quality effective teaching
- To foster creative approaches which promote enthusiasm, enjoyment, motivation, independence and cooperation
- To reflect the ethos and aims of our school in all learning areas
- To stimulate a desire for life long learning

Factors which contribute to Effective Learning and Teaching:

1. Breadth of curriculum:

Our pupils are taught through a creative cross curricular skills based curriculum, which aims to develop the children to develop as independent learners. This approach also ensures entitlement for all children to take part in learning beyond the classroom. Teachers have a good understanding of age related expectations within all subjects as progress in all subjects is closely linked and monitored throughout the curriculum.

2. Effective planning:

Effective planning is essential to ensure progression of all children whatever their ability. This is achieved through:

- Thorough and accurate assessment used to inform planning
- Work that is closely tailored to all the children's different capabilities
- Clear learning objectives and outcomes - success criteria shared or compiled with pupils
- Well directed teaching assistants who are used effectively to develop learning

- Creative effective use of teaching time - cross curricular approaches - making the links
- Use of a variety of resources including the effective use of ICT
- Planned enrichment opportunities, extensions, collaborative and individual projects to foster independent learning
- Homework activities that reinforce and extend learning (including Virtual Learning Environment)

3. High expectations (Challenge & Support):

Rigorous assessment opportunities which are clearly structured and linked to the curriculum framework ensure teachers have a thorough knowledge each pupil's ability within their cohort.

- Children are tracked for all subjects individually and as a cohort
- Children who are not making age related expected progress are highlighted and supported at necessary levels through waves of intervention (ref: SEN Policy)
- Children who are making accelerated levels of progress are highlighted and opportunities offered through small group work and extension sessions. (ref: AGT Policy)
- Children are exposed to learning opportunities which match their ability, through differentiation and offer them varied learning approaches through group and independent work (ref: Differentiation Policy)
- Children are challenged and supported to develop skills through use of variety of approaches, exposition, explanation, teacher / pupil questioning, demonstration, discussion, practical activities, investigation, research, problem setting and solving
- Children are involved in setting and moderation of individual targets - they are well informed of the small steps needed to achieve their targets through high quality next step marking

4. Stimulating Learning Environment:

The learning environment makes a significant contribution to the quality of education provided. Each area of the school is resourced and maintained to a high level in accordance with the learning which takes place there.

- A safe and secure environment where children enjoy learning
- Space although limited is used effectively
- Layout accommodates movement to ensure variety of groups and learning opportunities
- Resources are well labelled, well ordered and accessible
- Regularly updated displays which are informative, bright and colourful and celebrate children's achievements
- Learning atmosphere of mutual respect to develop consistency with high expectations of work and behaviour

5. Assessment & Tracking Systems:

The assessment of pupil's progress is crucial when measuring the effectiveness and appropriateness of the taught curriculum. We have a rigorous Assessment and Tracking system which, used daily has a great impact on the learning and teaching within classrooms and when striving to raise standards. (ref: Assessment Policy)

The following is a brief overview of the key elements:

- Formative Assessment:
 - Annotated MTP and STP identify next steps for learning and feed directly into subsequent planning
 - Both verbal and written feedback given in line with Success Criteria - identifying next steps for learning as well as highlighting successes
 - As children progress through the school - greater ownership of self assessment and peer assessment - use of buddies, marking ladders, self checking strategies
- Summative Assessment:
 - Analysed by subject leaders and SMT - identify gaps in learning / curriculum provision
 - Target groups SEN / A&T identified
 - Planned opportunities for intervention and enrichment groups
 - Used to inform group settings and set numerical and written targets

6. Effective Monitoring & Evaluation:

- Teacher:
 - To fully implement the learning and teaching policy
- Subject Curriculum Leaders:
 - To monitor and evaluate the quality of learning for their subject through scrutiny of planning / work, analysis of assessment data, pupil interviews and setting of targets
 - Report the main findings of monitoring to teaching staff and the head teacher
 - To ensure all teaching staff are up to date with subject specific initiatives, resources and information
- SMT (Senior Management Team):
 - To monitor and evaluate aspects of the quality of learning and teaching throughout the school
 - Report to teachers and head teacher the main findings following observations and monitoring
- Head teacher:
 - Overall responsibility for monitoring learning and teaching across the school
 - To report key findings from monitoring to the schools governing body