

DOWNTON CHURCH OF ENGLAND VA PRIMARY SCHOOL

Gravel Close, Downton, Salisbury, Wiltshire SP5 3LZ

Telephone: 01725 510556 Fax: 01725 512335

Email: admin@downton-pri.wilts.sch.uk Website: www.downton-pri.wilts.sch.uk

Headteacher: Mrs Paula Carlton BA (Hons) QTS NPQH

Deputy headteacher: Mrs Amy Bates BSc QTS

Teaching and Learning Policy



Dream, Believe, Achieve

Love, Peace, Joy

Approved by: Governors

Date: November 2021

Last reviewed on: November 2021

Next review due:

Aim

To provide the best possible learning opportunities for every child.

This policy is for information and to give guidance to staff, governors and parents regarding the teaching and learning at Downton Primary School.

In Jan 2021 the leadership of the school changed. The Leadership Team are in the process of introducing a comprehensive handbook for staff and pupils that will outline all areas regarding teaching and learning, including non-negotiable items, routines and standards, in accordance with the strategic aim of governors.

Once complete the handbook will form the bedrock of future Teaching and Learning best practice and policy at the school. This interim policy covers the intervening period. Any questions should be addressed to the leadership team during this interim period.

The school strategic plan describes the school vision and values:

Our Vision

At Downton C of E Primary School we recognise that everyone is an individual, loved by God, and has a voice that will be listened to.

We aim to encourage all to develop their self-confidence, to reach their potential, have a thirst for learning and to be the best they can be.

The Governors, staff, and children will work together to develop a school community in which everyone is supported to:

Aim high to reach our potential and develop our talents

Reach out to support and inspire each other through work and play

Explore the world through our learning

Value ourselves and respect each other

Be safe and happy so that we can confidently challenge ourselves to try our best.

Our Values

As a Church School, we are a community founded on Christian Values. These values underpin our vision, provide a basis for our principles and support everything that we aim to achieve for all who come to our school. These values are lived out in our School to encourage an understanding of the meaning and significance of faith through the experience it offers all pupils.

Our values are:

Love Peace Respect Compassion Responsibility Friendship

Children learn in different ways and the teaching at Downton CE Primary School will reflect this through our provision. Teachers at this school will develop pedagogies, which enable all children to learn in ways that suit them including:

- Open-ended tasks.
- Research and finding out, with independent access to relevant resources.
- Group work, paired work and independent work.
- Effective questioning.

- Presentation and drama.
 - The use of IT to investigate, research and synthesise information.
 - Fieldwork and off-site visits.
 - Creative activities, designing and making.
 - Use of multi-media, visual and aural stimulus.
 - Participation in athletic and/or physical activity.
 - Homework.
 - After school clubs.
 - Guest visitors and performers.

Teaching

Teaching will focus on motivating the children and building on their skills, knowledge and understanding in each area of the curriculum, so that they can reach the highest level of personal achievement. To this end teachers will:

- Plan coherent sequences of lessons to address key aspects of learning.
- Use their assessments of children's progress and attainment to inform lesson planning.
- Lessons have clear learning objectives that are shared with pupils and regularly referenced success criteria are shared which support expectations, independence and challenge.
- Tasks are set appropriate to each pupil's level of ability, including higher attaining pupils.
- Pupils are expected to work independently and be productive.
- Lessons can be reshaped according to the teacher's assessment of pupils' needs.
- Pupils receive prompt and regular developmental feedback, which enables them to reflect upon their performance and take actions to improve.
- Teachers respond to pupils' work with marking which informs pupils of their successes and indicates clearly the next steps needed to secure improvement.
- Pupils are valued as unique individuals, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.
- When planning work for pupils with special educational needs, due regard is given to information and targets contained within their provision maps. Teachers modify learning and teaching as appropriate for any pupil with disabilities.
- Classrooms are attractive, safe environments, which celebrate and support pupils' learning. Displays should reflect the core subjects along with topics being studied currently and updated regularly. A stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality work. All pupils will have the opportunity to display their best work at some time during the year. A range of good quality fiction and non-fiction texts will also be displayed and accessible in all classrooms.
- On display there will also be classroom rules and codes of behaviour as well as E safety information.
- A worship table in each class which reflects the theme of the term with children's contributions, designed by the children and be a regular part of class worship.
- Educational off-site visits are planned to support and enrich the curriculum. A strict set of procedures is adhered to when undertaking off-site visits.
- Subject leaders will also monitor provision to ensure variety and substance with learning opportunities that have a relevant purpose and multi skilled outcomes.

Learning

This is evidenced through children:

- Responding readily to the tasks set with concentration.
- Working independently - seeking information, pursuing an idea of their own or carrying out the teachers instructions without undue referring back.
- They look for patterns, sequences and make connections.
- They persevere when things are difficult.
- They help each other and review their work and make realistic judgements about it.
- They are happy to learn from their mistakes.
- They make progress in their learning during the lesson and can apply their learning to new contexts.
- They can make their own decisions about resources, materials and how to organise themselves.

Developing Teaching and Learning

All our teachers are expected to reflect on their strengths and weaknesses and help shape their own professional development plan. Along with school self-evaluation and appraisal, this informs a programme of CPD to address staff needs, with in-house expertise as well as external providers used to support professional development.

Monitoring and evaluation

We believe that teaching should be conducted in an atmosphere of trust, respect and honesty. We link our appraisal process with the School Development plan which is context and pupil specific.

Evaluation of Teaching and Learning.

When evaluating teaching and learning in school, we make use of:

- Classroom observation
- Data analysis
- Analysis of pupils' work and teachers' feedback
- Planning scrutiny
- Moderating and discussing the quality of pupils' work with colleagues
- learning walks
- Pupil interviews
- Feedback from parents and wider stakeholder surveys

Role of the Head Teacher and Governing Body

The leadership team and governors are responsible for school effectiveness and efficiency. They will:

- Drive improvements to teaching and learning,
- Monitor the effectiveness of teaching and learning strategies in raising pupil attainment.
- Ensure that staff development and appraisal policies promote good quality teaching.
- 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 regulations.

Role of Parents/Carers

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

- Being available whenever possible for informal discussions at the beginning and end of the school day.
- Holding open evenings when parents can discuss children's progress and putting information on our school website.
- Sending an annual written report in which children's progress is explained.
- Providing homework projects.
- Arranging presentations or meetings to explain specific developments.
- Publishing documents and updates on the school website.
- Inviting parents to classroom, or curriculum events and performances.

We believe that parents have a responsibility to support their children and recognise the strong association between family involvement and pupil achievement. We actively encourage this by asking parents to:

- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school and prepared to participate in educational 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.
- Support school in the promotion of positive and appropriate behaviour.
- Fulfil the requirements set out in the home/school agreement.

Racial Equality & Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, ethnicity, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals.

Policy Reviewed: November 2021

Next review: Implementation of T&L handbook early 2021/22 – has replaced this policy

Policy approved by Governors

Date: November 2021