

Sparsholt C of E Primary School

Teaching and Learning Policy

Rationale

Children's learning is at the heart of everything we do at Sparsholt. Learning is a continuous process. It takes place through all of the senses as well as the mind. It happens by reflection and analysis of real experiences, making connections between old and new experience, and by making choices and decisions that involve feelings and emotions as well as intellect and reason. Our Learning Values; Independence, Interdependence, Spirituality, Creativity, Emotional Intelligence and Thinking are central to our curriculum and pupils learn how to become successful learners through the application of our values.

Key Principles

At Sparsholt, we believe that children learn best when;

- Teaching and learning heightens curiosity, inspires, deepens knowledge and challenges children.
- The learning environment is engaging, purposeful and makes children feel safe.
- Learning is well planned, enabling all pupils to make good progress.
- Assessment impacts directly on teaching.
- The curriculum is creatively designed to meet the interests of the children at Sparsholt C of E Primary School.

At Sparsholt, the children believe they learn best when;

- They know more at the end of the lesson than they did before.
- Everyone has to join in.
- They enjoy their learning and they work hard.
- Lessons are fun but they also have time to get their 'heads down'.
- The children are set targets to achieve.

Standards for Teachers

The Standards for Teacher (See Appendix 1) provide the framework within which all teachers operate at Sparsholt C of E Primary School and are used by our school for self-evaluation, reflection and professional development activities.

Application of the Key Principles

The following information details how teachers will apply these principles in the classroom.

Teaching and learning heightens curiosity, inspires, deepens knowledge and challenges children.

Adults will make sure that;

- Teaching successfully engage pupils in their learning – a hook, and high quality outcomes will be in evidence in every unit of learning.
- Pupils pose as well as answer questions, having opportunities to learn from each other.
- A range of strategies are used to challenge all children, including, discussion, role play, cooperative work and time to work independently.
- Their expertise and subject knowledge is applied throughout the curriculum to make learning captivating and continuous,

The learning environment is engaging, purposeful and makes children feel safe.

Adults will make sure that;

- They teach pupils the value of learning and how to behave through an atmosphere of mutual respect.
- Our MOSAIC values; Manners, Opportunity, Success, Appreciation, Integrity and Compassion are modelled consistently.
- Learning through constructive feedback and mistakes is positive.
- Learning is displayed in the classroom and around the school for others to enjoy.
- Classroom routines and organisation of resources optimise learning.
- Pupils have a voice and understand that there are adults in school who can help them if they are concerned or worried in any way.
- School staff are approachable and available to parents, ensuring that parents know how they can support their child's learning at home.

Learning is well planned, enabling all pupils to make good progress.

Adults will make sure that;

- Work is planned using the integrated curriculum approach and meets the requirements of the National Curriculum and EYFS Curriculum.
- Planning is holistic, recognising connections between subjects where appropriate.
- Weekly/Daily planning is pitched appropriately and includes appropriate differentiation.

Assessment impacts directly on teaching.

Adults will make sure that;

- Learning is maximised through the continuous expectation of feedback from pupils during lessons and the subsequent actions taken by the adults in response to this feedback.

- Opportunities for self and peer assessment are regularly planned for and evidenced in the books and through conversations with pupils at an age appropriate level.
- Marking is frequent and regular and follows the 'Sparsholt Guidelines for Marking' (Appendix 2).
- Agreed assessment records are kept up to date with half termly data checks on all pupils, termly tracking against the Key Performance Indicators and data judgements submitted to the headteacher in reading, writing and maths in November, April and July.

The curriculum is creatively designed to meet the interests of the children and develop the Christian character of Sparsholt C of E Primary School.

Adults will make sure that;

- All aspects of the curriculum, including extra curricular activities, Collective Worship and playtimes, are opportunities for pupils to grow and develop, and make a positive contribution to our school.
- A key learning value is planned into each topic alongside the learning value of thinking.
- Three key subjects form the main subject drivers for each topic with a broad and balanced curriculum in place for each pupil.
- High standards in English and maths are always a priority.

Teaching and Learning Policy

Teacher responsible : L McCarthy

Approved by staff date : May 2017

Governor committee responsible: Curriculum

Governor with an interest : CC chair

Reviewed by governors date : May 2017

Three year review cycle : review date : May 2020

APPENDIX 1: STANDARDS FOR TEACHERS

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils**
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2. Promote good progress and outcomes by pupils**
 - be accountable for pupils' attainment, progress and outcomes
 - plan teaching to build on pupils' capabilities and prior knowledge
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 3. Demonstrate good subject and curriculum knowledge**
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

APPENDIX 2

Guidelines for Marking and Presentation of Books

The books are an important record of the learning journey of a pupil. They are one of the key tools for evidencing;

- Progress over time
- Curriculum coverage and engagement
- Pitch of work
- Standards achieved
- Expectations of the teacher and the school
- Impact of assessment for learning eg, feedback (written or oral) which is based on next steps, is informative and enables pupils to review their own progress and moves their learning forward.

The following guidelines set the expectation for presentation and marking at Sparsholt C of E Primary School.

Presentation

Expectations:

- All work/sequences of learning must have a date and a title (based on the learning objective of the lesson). Depending on the age/ability of the pupils, these can be created by an adult. The language of 'I can...' for each piece of work is used by all classes. The only exception to this is when a piece of writing is totally independent and will be used as portfolio evidence (Y2 & 6).
- A culture of pride in the books is promoted.
- Work must be well-presented and demonstrate presentation and quantity of the highest standard for that pupil.
- Where sheets are used, they are trimmed to a smaller size than the page before being stuck into books.

Marking and Feedback

Sparsholt makes use of four forms of marking/feedback:

1. Oral Feedback
2. Written marking and feedback
3. Self marking /assessment
4. Peer marking/ assessment

At Sparsholt, we expect the majority of feedback (written or oral) to be given to pupils during the lessons. This will enable pupils to act immediately.

To ensure marking is as time-efficient and effective as possible the following strategies are in place;

- Daily marking against the learning objective, e.g. ticking the objective when a child has achieved it.
- Written comments by adult which focus on marking to support, consolidate, accelerate or challenge.
- Use of green pens for adult written feedback.
- Rainbow pens (not green or black) are used in KS2 for reasoning tasks in maths and editing in English. Pupils are taught the skills of editing their work.
- In KS1 codes are used in English and maths to record if a child has completed a task independently, worked as part of a group or been supported by an adult.
- Self-assessment/marking is used across the school. Pupils are taught the skills to self-assess. The expectation for self-assessment at Key Stage One is the use of smiley faces. Key Stage Two pupils use adult generated/self-generated success criteria to assess selected pieces of work.
- Peer feedback/marking is used across the school as appropriate. Pupils are taught the skills to peer-assess. Key Stage Two pupils use a range of strategies for peer assessment including; adult generated/self-generated success criteria to assess selected pieces of work, pupil identification of key strengths and an area for improvement.