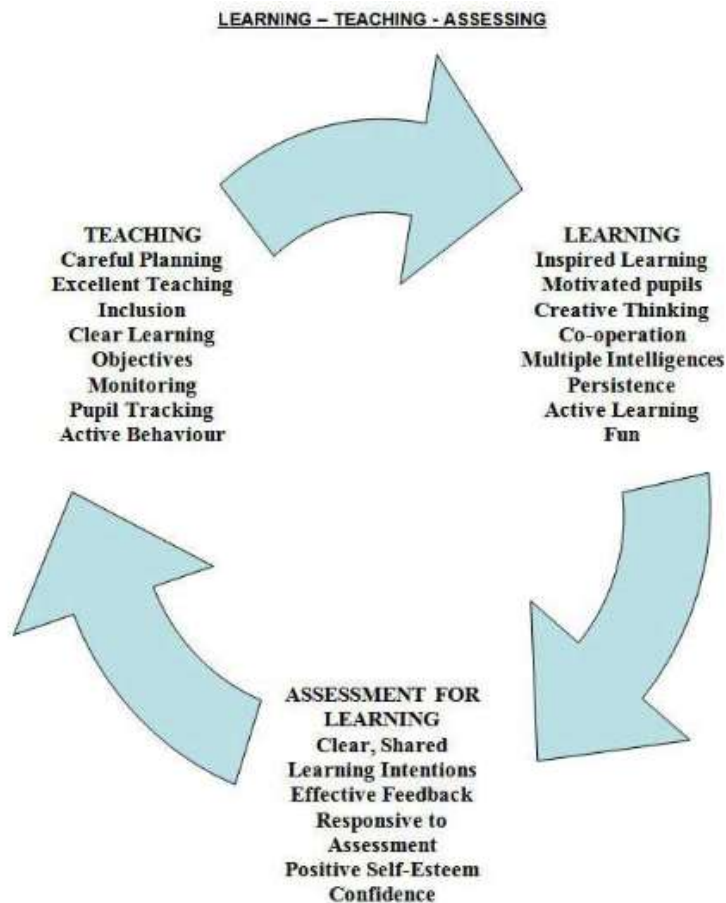


Potley Hill Primary School Teaching and Learning Policy

At Potley Hill Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching, we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

Principles

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners
- To develop children's self-respect and encourage them to respect the ideas, attitudes, values and feelings of others regardless of race and culture
- To encourage children to take pride in their work and the work of others



Learning Culture

The following aspects are key to developing an effective learning culture:

- Children feel safe – respect, value and support for each other as learners
- Children are encouraged to take risks
- Mistakes and errors are seen as learning opportunities
- Children encouraged to take pride in their work which reflects the highest standard possible for each individual

- Pupils put the same effort and high standard into their homework as their class work; where homework forms a natural extension of class work, enabling pupils to further develop their study and research skills
- Teachers have high expectations – learning behaviour, progress in learning, presentation etc.
- All members of the school community display a 'Can do' attitude
- Adults establish positive working relationships with all children in the class and across the school
- All adults model learning and expected behaviour for the children
- Children are treated fairly and with kindness and respect with encouragement, praise and rewards for all

Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:

- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work, which is child directed
- collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama and storytelling techniques
- use of talk partners/trios
- designing and making things
- participation in athletic or physical activity
- setting challenges for themselves
- use of scaffolds e.g. writing frames, sentence mats, concrete resources

Effective Teaching

Assessment for learning will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. Teachers are encouraged to seek out and accept constructive feedback from colleagues, pupils and parents.

Learning Objectives

- are clear and focused based on learning rather than task
- are based on prior attainment, knowledge and understanding
- are used by the children and teacher to assess learning at the end of lessons

Success Criteria

- break down the learning taking place
- include the steps the children need to be successful in their learning
- are either identified by the teacher during the planning process, or generated with the children during the lesson
- are regularly used by children to self and peer assess their own learning
- don't set ceilings on learning

Plenaries

- Take place during, and at the end of, the lesson
- allows adults, and children, to address misconceptions, make improvements and add further challenge
- learning may be applied to different contexts
- time to reflect on the 'how' of learning in addition to 'what' has been learnt
- don't interrupt children when they are immersed in learning

Outcomes

- what will be achieved by the children by the end of the lesson
- sufficient time given to enable children to achieve meaningful learning
- differentiated according to the levels at which the children are working
- children challenged to extend themselves to meet more challenging success criteria wherever possible

Differentiated Learning

- is matched to children's next steps in learning
- provides appropriate scaffolding and deepening opportunities for all children to achieve the key learning objective at a level appropriate to their needs using the verbs of the SOLO taxonomy where appropriate
- may occur through adult support; range and level of resources; time; task

Adult Input

- engages children in the learning
- is active and interactive
- has appropriate pace to ensure maximum learning takes place
- responds to, and is adapted to, ongoing assessment during the lesson
- clearly models successful learning/the learning activity
- generates success criteria
- is flexible according to the learning taking place e.g.
 - Different inputs for different groups
 - Different start times for different groups
 - Input – activity – input – activity
 - Guided groups etc

Questioning

- questions will be asked to assess learning, challenge and deepen thinking and understanding
- the range will include open/closed; higher and lower order (e.g. Bloom's Taxonomy)
- will be differentiated
- opportunities will be planned for children to develop their own questions and questioning

Marking and Feedback

- is purposeful and moves the children on in their learning
- regular feedback, both written and verbal, will be given to the children
- identifies success and areas for improvement/next steps in learning which will be followed up by pupils
- refers to learning objectives, success criteria, and level related spelling, punctuation and grammar
- opportunities are planned for children to regularly respond to feedback and marking

(See Marking, Feedback and Presentation Policy for further detail)

Self & Peer Assessment

- children are trained to self and peer assess
- guidelines are discussed, agreed and developed with the children
- is used regularly to enable children to address misconceptions and make improvements to their work

Active Learning & Oracy

- children are given opportunities to be involved in the learning throughout the lesson

- a range of strategies are used
- there is a focus on developing pupil talk in all lessons and in all situations

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Learning Environment

- A stimulating environment sets the climate for learning,
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning
- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Classrooms should be tidy, and should be word and number rich.
- Displays might be used to:
 - Celebrate success
 - Support class organisation – visual timetables, clearly labelled resources
 - Promote Independence by providing prompts – questions, support for when children are stuck
 - Support learning – learning walls, presentation examples, interactive & challenging
- Displays are changed regularly and reflect the current themes of learning

Learning Support Assistants

Learning Support Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- supporting learning and children's progress
- supporting assessments of children's understanding
- developing children's independence

Volunteer helpers, mainly parents, grandparents and governors, are invited to assist in classrooms with general tasks, which may include listening to readers, improving the learning environment and assisting on trips.

The Role of Curriculum Leaders

- Monitor progress and attainment in subject areas and action plan to address areas of need
- Support colleagues to develop practice and subject knowledge to maximise progress
- Take the lead in policy development
- Have responsibility for purchase and organisation of resources
- Keep up to date with developments in their particular subject area and are responsible for sharing this with colleagues

Role of Parents

Parents have a fundamental role to play in helping children to learn and are encouraged to support their children's learning, enabling them to progress both academically and pastorally, because children spend most of their time *out* of school.

They are informed about what and how their children are learning by:

- attending regular consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed
- receiving an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- learning how they can support their children with homework;

- attending parent workshops to explain the work covered and the strategies and methods taught to the children
- receiving information at the start of each term via the website and Seesaw in which we outline the learning areas and topics that the children will be covering that term
- access to online homework options (TTRockstars, Seesaw, Boomreader), with in-built assessment
- visiting school to share learning opportunities with their child – themed days, class assemblies, etc
- accessing support where needed including: SENCo (Special Educational Needs Co-ordinator), ELSA and School Nurse,
- attending meetings to be informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- 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;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policy through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

Reviewed: November 2025

Next Review: November 2027