



**LAUNDE PRIMARY SCHOOL**

**Policy for Teaching and Learning**

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Review June 2025

Signed Chair of Governors ..... M. Wood .....

Date ..... 23/5/23 .....

## **Policy for Teaching and Learning**

At Launde Primary School we are committed to improving the standards children achieve and the quality of their learning.

This involves all staff. It informs their thinking and discussions about how children learn. We are committed to continuing to develop our teaching skills to ensure effective learning. We believe that a Learning and Teaching Policy can help the school put its aims and ethos into practice. This policy must be read in conjunction with the assessment and other relevant curriculum policies.

### **School Aims**

“Every child’s academic, artistic, physical and social potential will be developed to the full within the Launde Family”

#### ***Key values - The Launde Way.***

Nurturing happy, resilient individuals.

These key values will guide us as we work towards these goals.

Equality of access and opportunity

Heightening expectations

Cultural awareness and tolerance

Celebration of success

Raising standards

Mutual responsibility

Sense of purpose and self discipline

Active participation

Respect for self and others

Confident and enthusiastic learners

### **Ethos of the School**

Launde Primary School is committed to the principle of child-centred education, which recognises and respects the individuality of pupils and their capacity to develop an understanding of themselves and their relationships within the world.

We believe that all children are entitled to opportunities to develop their true potential to the full and to enjoy happy and fulfilling lives.

We believe that education is central to individual fulfilment, economic opportunity, and the culture of our society and the health of our communities.

We believe that children are our most precious asset and that there is an onus on us to create in our pupils an interest in learning, a curiosity for knowledge and a pride in the acquisition of skills, so that, in the fullness of time, they are able to make the most of their lifelong chances.

We believe that the basis for all education is an enquiring mind, together with personal values based on principle, a moral code and good role models set by the adults.

## **Learning**

Good learning enables children to acquire:

- Positive attitudes.
- Understand the rights and responsibilities within our community and society
- Knowledge, understanding and skills relevant to the range of subjects.
- Appropriate, general learning skills.
- Growing independence
- Feelings of success, confidence and self-esteem.
- The ability to persevere with their learning.
- The ability to work individually and co-operatively

## **Aims for Effective Teaching**

For children to achieve their potential the environment must be conducive to effective learning. This can be achieved through the provision of

- Meaningful tasks which are matched to needs, interests and abilities and which can be approached through a variety of learning styles
- Enthusiasm and belief in the value of the tasks, presented with a clear explanation or set of instructions by the classroom teacher or support staff
- Carefully planned activities, based on assessment of the pupil's current understanding and a clear knowledge of the next step, designed to ensure progress or consolidate previous learning
- Activities requiring enquiry and creative imagination
- Explicit links between previous knowledge and skills and those being introduced or practised
- A clear behaviour approach that is based on an understanding of the importance of a child's mental well-being so that they develop confidence, have high self esteem and understand their own rights and responsibilities
- Activities which encourage pupils to respond positively to challenge, to learn from mistakes and to persevere
- A clear understanding of what is expected of the learner and the time available to complete the activity
- Opportunities for aims and targets to be revisited and achievement celebrated
- Continued development of contact with parents and carers to encourage support for learning at home and in school.

## **Context of Delivery**

Staff have agreed that the above can be delivered in a classroom with

- A calm atmosphere appropriate to the learning tasks
- Well organised and managed classroom resources
- Opportunities for interaction with other learners
- Opportunities for listening without distractions
- A supportive ethos where pupils are confident to try out new ideas and look for help to solve problems from a range of sources
- Climate where children can work without close supervision independently and in collaboration

- Time for pupils to evaluate and discuss their own progress
- Adapted teaching approaches built into each lesson.
- Constructive feedback in verbal or written responses
- Teachers and support staff who believe in the pupils, recognising the potential of all pupils
- All staff providing a positive model for learning.

## **The Process of Delivery**

Teachers need to provide a positive learning environment but in doing so the teachers must show appropriate communication skills, effective planning, sound curriculum knowledge and organisational skills.

### ***Communication skills***

- Regular use of praise and constructive comments to encourage self esteem and move pupils onto the next stage of development
- Good use of instruction, explanation modelling and demonstration
- Skilful questioning
- Encouraging children to question
- Clarity of purpose, ensuring children understand the purpose and context of tasks
- Clear communication of high expectations both before and after activities
- Balance between activities that are teacher led and those allowing children to explore and investigate
- Setting targets with time scales and sharing these with pupils and parents, where appropriate
- Giving pupils and parents regular feedback on progress made towards the targets
- Consistent use of rewards and sanctions (the latter only if appropriate)
- An ability to listen and respond in variety of situations- one to one, group or whole class
- To ensure appropriate feedback and strive for excellent presentation.

### ***Planning and Curriculum Knowledge***

- An awareness of pupils' emotional and conceptual development
- Appreciation of the curriculum covered in the earlier phases
- Knowledge of the National Curriculum and the skills required
- Understanding and adoption of the good practice outlined in the up-to-date guidelines
- An understanding of when to intervene and support
- Ability to plan meaningful tasks at appropriate levels
- Use of assessment when linking new activities to previous skill development and understanding
- Linking tasks and activities to explicit learning objectives
- An understanding of the important role of planning and evaluation in the delivery of the curriculum
- An ability to plan as team

### ***Organisational Skills***

- Using a range of grouping structures from the individual, paired, group and whole class
- Good use of space, equipment and resources
- An ability to develop opportunities for interaction between pupil/teacher/support and groups of pupils or individuals
- Use of display for both for the purpose of providing interaction and raising children's self esteem

- Clearly established routines and classroom organisation e.g. resources well labelled and accessible to children.

## **Assessment**

At Launde, our assessment provides a framework within which educational objectives may be set and children's progress monitored. Assessment is incorporated systematically into teaching strategies in order to diagnose any problems and track progress. It helps our school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

On-going assessment carried out by teachers all of the time, across lessons. At Launde, children are encouraged to self-assess and recognise the next step that they need to take in their learning with the support of the teacher. They are given opportunities to respond to feedback and marking comments. Assessment opportunities also include discussions with a child, observations, questioning and focus group teaching.

Summative tests help us to monitor pupil progress and support teacher assessments. These often occur at defined periods of the academic year such as standardised testing, Phonics Screening, end of year assessments or at the end of a unit of work/term. Diagnostic analysis of the test papers ensure teachers are aware of gaps in the children's learning, misconceptions and next steps. Target tracker is used by staff to help to identify the band that a child is working within and the next step that they need to take.

## **Assessment in the Foundation Stage**

On entry to Reception the children will be formally assessed. During their Reception year children will continue to be assessed and at the end of the year, against the Early Learning Goals. Each child's developments and achievements are recorded in their Learning Journal. This is accessible for both children and parents to view. Parents are encouraged to take part in this process by sharing important milestones at home.

## **Analysis of Assessment Data**

Rigorous and systematic analysis of data is crucial to obtain an accurate picture of the school; pupil performance and identify strengths and weaknesses. At Launde we use Target Tracker to support this. Data is uploaded at least termly and used to identify underachievement and address this at the earliest opportunity. Progress meetings to discuss pupil progress and identify actions and interventions to accelerate pupil progress take place. Action plans are written by class teachers to demonstrate the interventions that will be put in place in response to issues emerging from the analysis of data.

## **Reporting**

A detailed written report for each child is sent to parents, once a year, at the end of the Summer term. In between parents are informed through parents' evenings and one interim report shared at the end of the Autumn term.

## **Monitoring of Teaching Skills**

In order to monitor our teaching and learning and evaluate our practices, the staff at Launde Primary School will:

- Monitor all school policies.

- Analyse available quantitative information.
- Use classroom observations
- Discuss learning with pupils
- Discuss teaching and learning with each other, support staff, SENCO, parents, governors and appropriate outside agencies.
- Monitor children's work and moderating the outcomes.
- Share expertise through INSET and as participators of school development groups.
- Show value added through national testing and teacher assessment.
- Evaluate through discussion, INSET and appraisal teaching skills and practices.

The findings of the above will be reported to the Governing Body at the relevant times within the context of each aspect.