

# East Farleigh Teaching and Learning Policy

revised Feb 2016



Changes highlighted in yellow

## Our Aims

All pupils will receive a broad curriculum, meeting the requirements of the National Curriculum and covering all National Curriculum subjects

There will be a daily Maths lesson in each class

There will be a daily English lesson in each class

There will be a daily 'streamed' Phonics session for children in Yrs R - 2

Lessons will meet the criteria for 'Good' teaching. All teachers will aim to include elements of outstanding practice in their teaching.

All pupils will receive appropriate verbal and/or written feedback about their work, in line with the school's marking policy.

The achievements of all pupils are valued and celebrated via verbal or written feedback, displays of work, certificates, stickers.

We provide appropriate challenge for all pupils, in order to enable them to meet their full potential.

We expect all teachers to have high expectations of all pupils. We communicate these expectations clearly to pupils.

Pupils' learning is maximised by the use of a range of questioning techniques.

We use all available time to maximise pupils' progress. We try to ensure that all lessons feature good pace.

## **Pupil progress**

We are careful to ensure that pupils in our school are making good or better progress. We monitor and respond to the progress of all groups of pupils. Any pupils making less than expected progress are identified and appropriate support/provision is provided in order to support them with 'closing the gap'.

Progress is monitored via Summative Assessments (see Assessment Schedule) and ongoing Formative Assessment.

## **Subject knowledge**

We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of subject leaders; our CPD programme and our staffing patterns ensure that all learning is led by staff with good subject knowledge.

## **Planning**

Our planning is based on a rigorous and accurate assessment of our pupils' prior learning. It is adapted to reflect pupils' progress, attainment and interests.

Planning is reviewed and adapted rapidly – often during the course of a lesson – in response to ongoing Formative Assessment of children's progress.

We plan effective teaching strategies, based on our knowledge of our pupils' needs.

We choose, design and adapt tasks that will challenge all pupils, whatever the level at which they are working.

We avoid unnecessary repetition for children.

### **Interventions**

We plan targeted interventions that will support pupils and will move them on in their learning.

Teachers monitor the success of these interventions, judging their effectiveness by their impact on pupils' progress.

Interventions include intensive Phonics work in KS1 when required/appropriate.

Interventions are indicated in planning and Provision Maps, as well as discussed in Pupil Progress Meetings.

### **Homework**

We regularly set homework, linked to our pupils' current learning. Homework makes a good contribution to our pupils' progress. All completed homework is valued, whether by marking, by display or by its use within further classroom tasks, e.g. using homework research to complete an explanation text in class.

### **Basic skills**

We recognise the centrality to learning of the core basic skills. We focus on these so that pupils have a solid foundation for further learning. Appropriate interventions and support are provided to facilitate pupils' learning of the basic skills.

### **Classroom climate and pupil attitudes**

Through careful planning, good teaching and good relationships, we ensure that our pupils are enthusiastic and are motivated to participate. Pupils are involved in planning for their own learning, in all classes.

We promote the aptitudes of resilience, confidence and independence through our planned activities and through our teaching.

Children are encouraged to:

- do their best.
- see mistakes or 'wrong' answers as opportunities for further learning rather than something to be afraid of.

Children are encouraged, and given time, to reflect on and assess their own learning. This includes thinking about 'next steps', via the use of feedback, target cards, etc.

We aim to provide feedback on pupils' work which encourages a response and impacts on subsequent learning.

Children are encouraged, and given opportunities, to reflect on and discuss each other's learning and to help with identifying each other's achievements and possible 'next steps'.

Children are encouraged to support their own and their peers' learning by discussion, sharing ideas, working in pairs and groups.