



Teaching and Learning Policy

Vision

The school vision and aims are at the heart of all our teaching and learning activities

At Cockfield School, everyone will feel welcomed, respected and valued as equal members of the school community. We are committed to providing a safe and caring learning environment where everyone has the opportunity to reach their full potential. We will promote a culture of respect, responsibility and understanding of others.

Purpose

The policy for teaching and learning is the core policy of the school and informs the best classroom practice. It will enable all children to make progress in every lesson taught and will ultimately raise standards. It is based on our current learning and understanding of recent research. Members of the teaching team are expected to refer to it frequently and use it to help evaluate and modify practice to ensure the best possible provision for our children.

Aims

- Raise the quality of learning and as a result improve standards
- Provide clear guidance for teaching and learning ensuring consistency across the school
- Enable the teaching team to identify aspects of practice as part of their commitment to continual improvement
- Provide a tool for monitoring, evaluation, school improvement and accountability
- Support our commitment to equal opportunities. (Staff endeavour to help all children reach their full potential through positive action regarding culture, religion, gender, ability and aptitude.)
- Set out our expectations of best practice
- Ensure the curriculum builds on children's skills and ensures they know more, remember more and can do more – the environment is created for the children
- Provide children with ambitious curriculum which meets the needs of all children and ensures they succeed in life and are prepared for the next stage
- Provide an assessment system which helps pupils to embed and use knowledge fluently, or to check understanding and inform teaching

Ethos

The ethos and atmosphere underpin the agreed aims of the school. Teachers provide a broad and balanced curriculum, which develops the skills, concepts and knowledge necessary for future learning. We see it as important that children have the right to a good education and at the same time, they have the responsibility to play a leading role in promoting their own learning.

The ethos of the school is promoted through providing:

A polite and welcoming environment for children, staff, parents and members of the community.

A happy and supportive atmosphere in which we look after each other and learn together.

A calm environment in which good behaviour is expected and rewarded.

A stimulating working environment in which each child can achieve his/her potential.

A full range of extra-curricular activities within school to develop the 'whole' child.

Valuing and celebrating pupils' successes and achievements.

Providing positive role models.

Maintaining purposeful and informative planning, record keeping and assessment documents.

Reviewing personal and professional development by providing appropriate training – to ensure a high level of professional expertise.

Welcoming, supporting and guiding teaching and non-teaching students.

Principles

The principles, which we have agreed to, are fundamental to children's learning and underpin the work we do.

We aim to help children become creative thinkers who are not afraid to take risks and see mistakes as opportunities for learning. Children need to be given time, to evaluate and to have opportunity to reflect and improve. We recognise that pupils are more likely to learn effectively if they are emotionally engaged in their learning. Teachers therefore aim to include children in the process and be as creative as possible in seeking ways of making learning interesting and successful. Our aim is to maximise every learning opportunity to enable children to be the best they can be at that moment in time.

Definition of Learning

We have defined learning as:

A memorable experience, which leads children to be able to practice new skills and commit knowledge to memory.

It can be described by the following equation:

**Acquiring and practising skills + application of existing knowledge = new learning
(new knowledge is created)**

It should enable children to use their existing skills and knowledge and apply them to a wide variety of contexts.

We believe that children learn best when learning is:

- Stimulating, challenging, creative, fun, varied, practical, supported, progressive, reflective, interactive and enjoyable. It should build on experience and have built in success for all. It should be based on our good knowledge of the children so that it engages them. It should have high expectations of learning outcomes and it should always be purposeful and relevant.
- Owned by the children. They should have a role in planning, choice of topic, resources, feedback and agreeing the next steps.

Lessons taught should include the following:

- The relevance of the learning to the real world (why it is important to learn, how useful the learning is, how it is relevant to the world and to the child's future.)
- Asking and answering thought provoking questions.
- Comparing more than one example (to agree success criteria, clarify how they did this, set the expectations.)
- Provide time for pupils to self-check against the success criteria.
- Model how to improve
- Peer assessment
- Summarise learning, then provide a short time for improvements and then share the next steps in learning.

Have we included?

- Differentiation – supporting children to achieve the same expectations
- Challenge
- Approaches for more able and talented, SEND and disadvantaged
- The outdoor environment
- The community

Differentiation

We believe that children should be supported to work toward the same learning intention – so that all pupils have full access to all areas of the curriculum.

Outdoor Environment

The outdoor environment should be used to maximise learning opportunities, to help to bring the curriculum alive and to make learning more relevant and fun.

Roles and Responsibilities

Parents

Parents are encouraged to support their children's learning by:

- Ensuring that their child arrives at school on time every day
- Attending parent's evenings and other meetings
- Listening to them read every night and ensuring that their homework is completed and returned
- Becoming actively involved in the implementation of any support plans and SEND processes
- Ensuring that their child arrives at school wearing appropriate clothing and bringing the correct PE kit
- Agreeing to the school's behaviour policy
- Responding to letters sent home
- Feeding in to children's learning e.g. Tapestry
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour
- Supporting extra-curricular activities

Community

We also recognise that our school is part of the wider world. As a result, we make use of the community to support our learning and also give back to the community when the opportunity arises. We encourage the community to contribute to activities, such as assemblies, artistic events

and volunteering to help in the classrooms.

Children

We encourage children to:

- be willing to have a go
- achieve the best they possibly can
- have an open dialogue with all teaching staff
- support the school policies (e.g. homework)
- to practise and extend their learning at home
- to bring learning from home back into the classroom.
- support the school and work in partnership with additional support for learning (e.g. Support Plans, Booster classes, Intervention Programmes)

Teaching Team

- To secure good learning outcomes for children enabling them to make good and outstanding progress and attainment
- To secure a positive belief in the children that they can achieve
- To support pupils in applying their learning to secure new learning (i.e. learning how to learn across a range of contexts)
- To support each other in our own professional development, have curriculum meetings – sharing good practice and expertise

To communicate effectively with children, parents and other professionals regarding children's learning and welfare, to ensure children are successful in school. As members of the teaching profession, we recognise that we are learners and that we value our own professional learning. We act as role models for life long learning by seeking to improve our own learning.

We:

- Direct ourselves as learners
- Extend and enhance our professional skills
- Develop our own awareness and self-esteem
- Contribute fully to the learning and success of the school and it's children

This can take many forms including:

- Coaching, supporting, mentoring
- Action research
- Collective and collaborative project work/observations/planning etc.
- Performance management
- Staff meetings/INSET
- Off-site courses
- Professional reading

Senior Leadership Team

To be positive role models

To support all staff

To monitor and evaluate the impact of learning

To make staff aware of accountability

Governor's Role

It is the Governor's role to monitor and review policies and practice through:

Visits to oversee the delivery of subjects

Reporting to the head teacher and teachers

Reporting to the curriculum committee

Reporting to the full governing body
Professional Development
Being aware of school priorities through the SIP and the SEF

Teachers Check List – Do I include and enable the following?

Clarity/Learning Styles

- Use of VAK (Visual Auditory and Kinaesthetic) learning styles
- Independent learning
- Collaborative learning in groups and pairs
- One to one learning with an adult or peer
- Whole class experiences
- Link to previous learning
- Sharing of the learning intentions
- Sharing of well thought out success criteria against which, children can evaluate their work
- Plenary to have a learning focus – Evaluating learning and looking at next steps
- Sound subject knowledge
- Relevant and appropriate vocab used
- Clear instructions
- Child clarity about where the work is leading them
- Help for children to transfer skills across the curriculum
- Clear, well thought out questions to take learning forward
- Prompt timing for the start and finish of lessons

Order

- Children on task
- Children focused on learning and achieving
- Time being well used by teachers and children
- Ground rules established for behaviour for learning
- Atmosphere of mutual respect
- Good organisation of resources for learning

Standards

- All children making good and outstanding progress
- Staff to have a sound knowledge of the standard children must achieve by the end of each year and have in mind the ambitious end points
- Children know their targets and are able to evaluate their work against these
- There is clear feedback to children where children have the opportunity to deepen their learning
- Assessment is used effectively to plan for the next stage in children's learning
- Teaching Assistants used effectively to target groups of children in enabling them to improve their skills and knowledge (enabling learning with groups other than SEND as well as SEND)
- Children show a desire and willingness to reach high standards
- Children find task interesting and challenging
- Children are all being challenged and supported to reach their full potential
- Children have access to subject specific vocabulary and staff strive to extend vocabulary
- Children know what is expected of them in terms of learning and behaviour
- Children are given strategies to help them to think creatively
- Children are identified rapidly in relation to providing intervention
- Guided sessions are in place for reading, writing and maths to target next steps in learning

Inclusion

- All children are treated as equals and questioning is directed to all
- Responses to questioning takes learning forward (not just question and answer forward and back but question leads to new questions and furthers and deepens learning)
- Children are praised for participating
- Children are praised for effort and achievement
- Activities are accessible to all children
- All children are challenged
- Different groups of children are able to access learning because of a good environment and use of support
- Support from intervention feeds back into the class and back to intervention so that it is a two way process with the teacher and teaching assistant with the pupil at the heart of the support

Participation

- Children are given opportunity for frequent participation and interactions
- Children feel comfortable to ask questions when they do not understand
- Strategies are in place for encouraging children to answer targeted questions
- Children are seated to ensure maximum participation as far as is physically possible
- Children respond rapidly to challenge
- Children are deeply engaged in their learning
- The pace is appropriate and maintained throughout the lesson

Support

- Children are given support to develop and justify answers, to speculate and hypothesise
- Children are encouraged to persevere
- Children are using self-help skills
- Peers support each other
- Use of pre-teaching and targeted plenaries enable pupils to be supported in their next steps

Environment

- The wall displays reflect the children's learning
- The displays are stimulating and some interactive
- Resources are readily available and accessible
- Children know how to access and use resources
- The classroom layout facilitates the children's learning and meets their needs, it is created for the children
- Children take responsibility for their environment
- The environment reflects a clarity for pupils

Effective use of Teaching Assistants

The school invests heavily in teaching assistant support. They should have copies of support plans, termly and weekly planning, be involved in discussions about children's targets and next steps, and understand their role in helping to enable this. The planning is shared so that the teaching assistants are clear about how they are supporting the learning for the week ahead. Teaching assistants who work on intervention feed back in to class practice, the teacher should know what the intervention has been supporting, so that they can plan to make good links with this back in the classroom environment. Teaching assistants have access to pupil data.

List of activities to support Teaching Assistants working with children

- Modelling – behaviour
 - High level questioning
 - Promoting language
 - Playing Devil's Advocate – pretend you don't understand and ask the child to try and explain
 - Ask questions the children aren't willing to ask
 - Scribing
 - Modelling as a child from the teacher's or pupil's explanation
 - Observations
 - Keeping a check on which children are answering questions
- assessing children
- Spotting successes and problems, being an extra pair of eyes
 - Extending the more able
 - Providing further explanation
 - Focus children – keep them on task
 - Working with a group (differentiated task)
 - Swap roles with the teacher (read story to a class, lead a planned lesson)
 - Use own strengths – music, art etc.
 - Organising facilitating resources
 - General class management and organisation
 - Helping to maintain pace of lesson
 - Involvement in planning/ideas
 - Emotional support
 - Group leader
 - Group reading/guided reading/writing/individual reading

What teaching looks like in our school:

At Cockfield School, we are committed to following the programmes of study as required by the National Curriculum 2014. All children are taught through an ambitious, creative curriculum. A two year topic plan is created following the needs and interests of the children, which ensures that we build on skills and the children's cultural capital

Children in our school take part in basic skills lessons, where children learn the skills and knowledge, which can then be applied to a range of learning situations. All children are encouraged to use their acquired skills in a wide range of topic based activities. We often complete whole school topics, which are planned together so that progression and continuity are evident. Children are encouraged to see the links between areas of learning.

Foundation Stage

The foundation stage is broken down 17 areas of learning, with a strong emphasis on the prime areas. Outdoor learning is timetabled on a daily basis. Creative topics are taught throughout the foundation stage with a mixture of adult led and child initiated activities.

Nursery/Foundation Stage Planning

In the Foundation Stage all the areas are planned together with all practitioners as a team. All practitioners play an important role in the delivery of the subjects and therefore it is important to be able to contribute fully to the planning.

Long Term Plans

Long term plans will provide continuous provision for each area of learning and will include possible visits, visitors and texts to be used.

Medium Term Plans

Medium Term Plans will be organised half-termly (or shorter)/following the interests of the children, they will include the learning intentions to be covered, the initial theme and the possible experiences.

Short Term Plans

Short term plans will include daily maths and phonics, movement and physical development, topic focus and focus activity for English.

Main School Planning

Planning in the main school will consist of long, medium and short term plans

Long Term Plans

The long term plans consists of an overview for each school year group and will include possible visits, visitors and texts to be used.

Medium Term Plans

Medium term plans will set out in more detail the content of the topic and the skills to be covered.

Short Term Plans

Short term plans will be much more detailed and cover how, where, and when lessons will be taught. They will include lesson objectives, success criteria where appropriate and assessment opportunities. Short term plans will consist of:

- Weekly Mathematics plans
- Weekly English plans.
- Weekly foundation subject plan
- Phonics planning

Assessments

On-going assessments are made of pupil's work to establish milestones reached and to identify the next steps needed in their learning. This is closely monitored through a tracking system, which enables staff to identify children not on track and to implement carefully planned programmes of support to ensure progress is made - is used to support the decisions made when grouping or setting children. Regular meetings are held to discuss children's progress.