



**Dry Drayton CE (C) Primary School**

**Teaching and Learning Policy**

**November 2015**

## **1. Introduction**

This policy describes the overall approach to teaching and learning at Dry Drayton CE (C) Primary School. It is essential reading for members of staff new to the school who must incorporate its principles into their practice. It will also be of interest to current staff, governors and parents. The school keeps its practice under constant review in order to improve so this is an evolving document. The policy applies to Years R to 6, although there is a separate policy statement for the Foundation Stage. It can only be fully understood in the context of the whole range of the school's other policy documents.

## **2. Aims**

- To raise standards of achievement in all aspects of pupil development throughout the school.
  - To develop each child's desire to achieve.
  - To develop and communicate an ethos of high achievement throughout the school community.
  - To provide a rich and varied learning environment that allows children to develop their skills and abilities and work towards achieving their full potential.
  - To develop skills enabling children to deal with challenges and change.
  - To develop a child's self confidence and feeling of self worth.
  - To provide children with a purpose and context for their learning.
  - To promote a caring and considerate attitude towards each other within the school community.
  - To foster the tolerance of opinions and beliefs of others.
  - To engender social skills that enable children to work and communicate effectively with others.
  - To promote independence.
  - To ensure fulfilment of our statutory obligations with regards to the curriculum.
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### **3. How is the Curriculum Planned?**

The school has a curriculum map, which covers each of the seven year groups and illustrates what the teachers should cover each half term in each curriculum area, for Science, computing and all the foundation subjects. For English and Mathematics, teachers use medium term planning based on the NC requirements

- From the long term curriculum map teachers produce medium term plans to cover each half-term. We recognise that all classes are different so weekly planning is written to meet the needs of the children in each specific class.
- In lessons, teachers adapt the learning objectives and differentiate the curriculum to enable all the children to feel challenged, but also to develop at their own rate.
- Teachers and pupils regularly review learning, and teaching is adapted to match the needs of the children, both within lessons and from lesson to lesson.
- We plan our lessons using learning objectives from the National Curriculum / Early Learning Goals with reference to the Chris Quigley Essentials document. Intended learning outcomes are communicated clearly and in an age appropriate way to children of all ages so that they know what the teacher is looking for and why.

## **4 Mathematics and English**

The appropriate medium term plan for English and Mathematics is modified, as appropriate, to allow for cross curricular links and to meet the learning needs of the class, including Reception children.

English and Maths leaders support and monitor their subjects closely to ensure teaching and learning in both these subjects is of a high quality and fulfils our statutory requirements.

### **4.1 The Learning Environment**

Should be organised to ensure that children have the opportunity to:

- work individually, in groups and as a class
  - make decisions
  - work co-operatively
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- solve problems
- be creative
- learn outdoors as well as indoors
- discuss their ideas
- develop social skills
- develop independence
- use initiative
- receive support
- achieve academically
- partake fully

Learning takes place in an environment which:

- is challenging and stimulating
- is peaceful and calm
- is happy and caring
- is organised
- is well resourced
- makes learning accessible
- is encouraging and appreciative
- is welcoming
- provides equal opportunities
- provides a working atmosphere

## **5. Display**

Display in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as

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ability. Displays in classrooms should support learning e.g. maths or English learning walls.

It is the policy of the school to display 'age appropriate' visual timetables for the day's activities, in each classroom.

## **6. Furniture**

All classrooms should have:

Tables arranged for:

- ease of working
- flexibility
- purposeful discussion
- appropriate to the age of the children
- take into account any children with SEN

Chairs should normally:

- be sufficient in number for the activities in the classroom
- leave enough room for children to move easily around the room as class size allows

Storage units arranged to:

- support different areas of the curriculum
- support a project or activity
- give character to a room
- house children's personal belongings
- to allow easy access to resources

## **7. Classroom Management**

All staff will make a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our staff follow the school policy with regard to discipline and classroom management.

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We acknowledge that well managed classrooms are characterised by a range of other features, which we strive to achieve:

- there are established daily routines and ways of working, e.g. register, lining up, tidying away and wet playtimes
- children are given a sense of responsibility
- resources are well maintained and well presented
- teachers are prepared for lessons, including the organisation and preparation of teaching aids/resources

## **8. Pupil Management**

All adults take responsibility for maintaining standards of behaviour for **all** children in the school community.

All adults are expected to insist upon and maintain high levels of whole class good behaviour when moving around the school, in the school hall and in the playground, e.g. assembly time, lining up on the playground and walking into the school.

## **9. Effective Teaching and Learning**

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability and with a suitable level of challenge. When planning work for children with special educational needs or who are gifted and talented we give due regard to their individual needs and may need to adapt our teaching accordingly. We have high expectations of all children and we believe that their work should be of the highest possible standard.

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There must be a good balance of individual, group and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. There may be several different activities in progress and, at these times, the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input. It is important that while this is in progress, children stay on task.

This can be helped by:

- having well organised and labelled resources
- taking time to train children in procedures
- making sure that children are aware of what they must do when they have completed an activity
- making children aware that the teacher does not always have to be first in the line of contact. Other children or adults can be used.
- giving appropriate and timely feedback
- encouraging children to positively evaluate their performance and that of their peers

## **10. How Is Teaching and Learning Monitored and Evaluated?**

We use a range of strategies which include lesson/learning observations, scrutiny of work, pupil interviews, and analysis of data.

Observations of teaching and learning may be carried out in accordance with our Classroom Observation Protocol.

Formative assessment is used by teachers to help to plan next steps. This could be through questioning, interviewing children about their work, marking or asking children to review where they feel they are.

Summative assessment (three times a year) is used as part of our overall assessment process

## **11. Time Management**

It is important that activities are well planned so that each child is working at their correct level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for individuals who have

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completed work ahead of the group is often helpful. Efficient planning and classroom organisation will significantly reduce time-wasting activities.

## **12. Supply Teachers**

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. In the event of an unplanned absence a telephone call should be made to the Headteacher or supply teacher to discuss the children's work. All planning is stored on the school server and can be accessed by supply teachers as needed.

## **13. School Policies**

School policies are kept in a file on the school server. It is the duty of each teacher to be familiar with school policies and to apply them.

## **14. Voluntary Helpers**

Voluntary helpers are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or for a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved.

Volunteers should be made to feel welcome in the school and offered refreshment at break times.

## **15. Equal Opportunities**

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Groups, lines and all activities should be mixed where possible. Particular care should be taken in the areas of Science, Mathematics, Technology and Physical activities. Teachers must ensure that the same children do not dominate in group work, especially when using ICT equipment. All activities, including extra curricular activities are open to all children, numbers permitting.

## **16. Resources**

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. Stocks should be checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Books and other equipment represent a considerable investment of money.

Relevant textbooks should be available in each classroom. Some sets of books, e.g. dictionaries, thesauri and atlases, are purchased for specific classes and should not be removed. The effective implementation of National Curriculum subjects calls for a wide range of equipment to be used. These do not necessarily have to be stored in

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the classroom. The school library has a selection of books covering most curriculum subjects. It is important that equipment borrowed from outside sources and other classrooms is returned promptly and in good condition.

All classrooms have up-to-date interactive Smartboards and a laptop for use by the teachers. All classes have a timetabled slot for computing and use of the laptops and i pads.

## **17. Resource Finance**

The Headteacher and School's Business Manager are responsible for managing the Curriculum budget. Expenditure for curriculum areas should be approved by subject leaders and the Headteacher.

## **18. Health & Safety**

Risk assessments or health and safety notes should be made by all teachers prior to the use of any potential harmful resource or equipment.

## **19. Cleaning**

Cleaning is carried out by a professional cleaner. Nevertheless everyone should be encouraged to take responsibility for their environment, both within and around the school. Everywhere should be kept tidy and litter free at all times. The school should be checked daily and any lost property should be put in the lost property bin. Nothing should be left on the cloakroom floor, all equipment must be returned to its appropriate place and all kit bags hung on pegs.

## **20. Policy Review**

This Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher: .....

Date: November 2016

Chair of Governors: .....

Date: .....

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