

Norfolk Community Primary School

Teaching and Learning Policy

Introduction

Learning is our core function at Norfolk Community Primary School. We believe that all children have a right to high quality teaching in order that they will be successful learners. The process of learning is active and reflective. Learning will take place where each pupil is given access to experiences and opportunities that will enable them to make personal sense of input and make connections with what they already know. Successful learners are active and positive about the experience, make progress towards independence, transfer new skills to a variety of contexts and can work co-operatively. The staff within school are also learners and the school is a learning community that values the contribution and recognises the potential of every individual.

Aims

- Retain a focus on learning whilst working towards all the outcomes of Every Child Matters
- Have high expectations of learners and the standards that we can achieve together
- Foster lifelong learning
- Have high levels of professional understanding and dialogue about the learning process
- Personalise learning to meet the needs of individuals
- Involve the learner in assessing and evaluating their own performance
- Identify and remove barriers to learning

Planning

All staff provide an engaging, broad and balanced curriculum which will develop learners' skills, knowledge and concepts, and above all a positive attitude to learning. Across school, planning will be carefully co-ordinated to ensure continuity and progression through both foundation stage and key stages 1 and 2. We use national and local guidance to ensure the quality of the curriculum. We plan together wherever possible and ensure that our planning:

- Is in line with the principles of Excellence and Enjoyment, and the revised Primary Frameworks, delivering a high quality, creative, flexible and relevant curriculum to Norfolk pupils
- Delivers the National Curriculum
- Is supported by good subject knowledge
- Is influenced by the needs of the pupil group, including the awareness of age related expectations, the prior knowledge, experiences, interests and attainment of the class, group and individuals

- Is informed by ongoing assessments during lessons and units of work, as well as summative assessment findings
- Is influenced by current research on effective teaching and learning
- Is evaluated in terms of pupil engagement and pupil outcomes
- Is able to maximise on the opportunities provided by cross- curricular links to reinforce skills, try new ideas in a range of contexts and transfer knowledge to different situations

Teaching methods

We are aware that the prerequisite of good learning is good teaching. To this end we work together to develop our teaching skills and to share resources, ideas and good practice. We have high expectations of ourselves and each other. We understand and apply the principles of effective assessment for learning. We take every opportunity for professional development so that our teaching methods:

- Are interactive and planned to ensure the maximum pupil engagement
- Promote and take every opportunity to extend pupil talk
- Include all children and scaffold learning for the range of ability levels in the group
- Make connections with and build upon previous learning
- Set high expectations and appropriate challenge throughout the learning opportunity
- Share the purpose and success criteria of the lesson
- Provide opportunity for learners to reflect on their own and each others' performance
- Match teaching styles and strategies to learners' needs
- Provide kinaesthetic, auditory and visual opportunities for pupils
- Make full use of a wide range of resources, including ICT to develop pupils' understanding
- Make full use of effective and inclusive questions and questioning strategies
- Take every opportunity to identify and address misconceptions as they arise
- Are varied according to the needs of the child and the demands of the activity and include – whole class teaching, Individual learning, group work, pairs and one to one support from an adult or more able pupil

Relationships

The relationships between a teacher and learner, and between learners themselves have a powerful effect on the amount of learning that takes place. We know that effective learning cannot take place in a climate of fear, mistrust or insecurity. We therefore ensure that the relationships in our school community support learning because they

- Are positive and promote a classroom climate where learners feel supported to take risks and try their best
- Ensure that children feel comfortable with making mistakes and learning from them
- Support and foster collaborative working and the sharing of ideas
- Are warm and welcoming regardless of ability, age, gender, cultural background and race

The learning environment

The learning environment is much broader than the classroom. The school and grounds provide opportunities for enriching the curriculum. Staff plan as many varied learning experiences as possible through a range of outdoor activities, trips, visits and residential experiences. Within school the learning environment

- Is welcoming and inclusive
- Is purposeful and hard working
- Is stimulating and thought-provoking
- Recognises and celebrates high standards and personal achievements
- Is well organised and resourced to maximise learning
- Promotes independent learning
- Scaffolds new learning by effective use of displays and prompts
- Prompts children to achieve learning targets
- Is safe and secure for all users

Waves of intervention

At Norfolk Community Primary School we operate a “Waves of Intervention model,” to deliver personalised learning. All pupils have an entitlement to inclusion via good quality first teaching that develops their skills and independence as learners. We ensure that all pupils receive this through a range of strategies to scaffold learning including:

- Targeted questioning
- Resources providing visual support e.g. photographs, word banks and sentence makers
- Mixed ability pairs and groups
- Setting
- ICT
- Differentiated independent activities such as matching tasks and cloze procedures linked to the learning objective
- Additional adult support to access the differentiated activities

In addition to quality first teaching we provide a range of Wave 2 and Wave 3 interventions designed to accelerate the progress of children working below age related expectations. These are delivered mainly by trained teaching assistants. The main role of all teaching assistants at Norfolk Community Primary School is to directly contribute to pupil outcomes by delivering interventions that are time limited and carefully evaluated. Some of these are “Wave 2” interventions which are delivered daily to small groups of pupils who are withdrawn from the classroom. These include:

- Early literacy support (ELS)
- Talking partners
- Gross motor skills programme
- Y3 literacy support (Quest)
- Rainbow Reading
- Additional guided reading
- Springboard Maths

We also deliver a number of individual interventions for pupils with the greatest need, again with a view to accelerating the progress of these pupils and narrow the gaps. We identify need and intervene as early as possible when “catch-up” is easiest and most cost effective. These “wave 3” interventions currently include:

- Reading Recovery
- Fischer Family Trust reading programme
- Multi- sensory programme for KS2 children with specific learning difficulties.

Relationship with home and the wider community

Effective learning recognises and values prior experience and builds upon it. The links between home, the wider community and the school are therefore vital in providing a relevant curriculum and personalised learning for each child. We recognise the importance of effective communication with parents and carers about their children’s learning and aim to:

- Provide useful and easily understood information about the progress that all children are making
- Develop the skills of parents alongside those of children
- Provide relevant and stimulating homework tasks that parents/ carers and children can work on together
- Let parents know quickly of any concerns we have about a child’s learning
- Work in partnership with parents to identify and tackle any barriers to learning for their child, e.g. behaviour, illness, attendance, poor motivation, special educational need
- Provide a range of out of hours learning opportunities that will enhance the provision already being made in the community

- Consult widely on the provision we are making to ensure that it meets the needs of the school community
- Provide information to families about the opportunities for learning within the community
- Support parents back into training and work by providing affordable child care

Monitoring and evaluation

Improving and maintaining the quality of teaching and learning is the main focus for school improvement at Norfolk Community Primary. We are fully aware of and work to achieve the standards for good and outstanding teaching set out in OFSTED documentation. All other school improvement priorities contribute to this raising attainment agenda. The improvement of teaching and learning is the purpose of our performance management systems and continuing professional development. Staff are reflective practitioners who seek to improve the quality of their teaching. The school is a learning community where staff collaborate to improve standards. To this end we monitor the quality of provision by:

- Lesson observations linked to the performance management cycle
- Lesson observations linked to curriculum development
- Work scrutiny
- Planning Scrutiny
- Pupil interviews
- Pupil assessment and tracking
- Parent questionnaires

We actively seek the involvement of the pupils, parents, school improvement partner, advisory services and governors in our self evaluation procedures.

