



## **Flamborough CE (VC) Primary School- Teaching and Learning Policy**

Date Policy Becomes Effective: September 2021

Review Date: September 2023

Person Responsible for Implementation and Monitoring: Head teacher

### **Introduction**

At Flamborough CE (VC) Primary School we believe that in order to raise standards, we must focus on the classroom as continued and sustained improvement will be dependent on the quality of teaching and learning. Our expectation is that all pupils will be provided with high quality learning experiences through lessons in order to gain high levels of pupil achievement.

Our whole school approach aims to:

Ensure consistency in teaching and learning with high expectations of the pupils

Create an ethos where exemplary behaviour, politeness, respect and positive attitudes are the norm

Support all members of the school community to be the best they can

Monitor and provide training for teachers so they are teaching as effectively possible while learners are learning as effectively as possible too.

Provide children with opportunities to develop lively, enquiring, imaginative and creative minds and provide the skills in order to become life long learners

Provide a creative curriculum that enthuses and engages children based on the principles of enquiry based learning, collaboration and reflection. This curriculum will have in built challenge to create independent and resilient learners

Provide an inclusive education.

### **Structure**

The learning environment will be managed in such a way to facilitate different styles of learning.

- Whole class teaching
- Group work, organised according to appropriate criteria eg ability, mixed ability, interest
- One to one teaching
- Collaborative learning in pairs or groups
- Independent learning
- Incorporation of learning walls and other visual aids.

At Flamborough, we feel that enhanced learning takes place through co-operative learning where children are responsible for their learning and the learning of others in their groups. This is used across the curriculum.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which develop appropriate skills, concepts and knowledge.



## EYFS

“Every child deserves the best possible start in life and support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up”.

EYFS Revised Framework 2017 (i)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, children start as a single intake in the September after their fourth birthday. In the previous Summer Term, a range of induction activities take place including home visits by the EYFS staff, a meeting held by the Headteacher and the children spend 2 sessions in school including lunch.

During the first 2 weeks of the Autumn Term, children attend on a flexible part time basis (either a morning or afternoon session)/ full time basis as appropriate. Then all children attend full time from the third week. This is not set in stone and is decided upon once the staff know the children and have consulted with parents and carers.

The EYFS is based upon four principles:

- ☑ A Unique Child
- ☑ Positive Relationships
- ☑ Enabling Environments
- ☑ Learning and Development

## The Curriculum

The curriculum has been devised through the role of topics. Each topic will have a hook to engage the children’s interests. The pupils at school will have a role in determining what they want to find out about and each class teacher is committed to ensuring that the curriculum is engaging and challenging. The curriculum comprises of the National Curriculum and a broader curriculum map that identifies aspects of British Values, Christian Values and relevant learning skills.

We will encourage enquiry based learning where children discuss ideas and work together to devise solutions. They will work collaboratively and demonstrate leadership as they develop independence in their learning.

## Key Principles of Teaching and Learning

All lessons will have a clear Learning Objective which is shared and displayed during the lesson

Learning objectives are written/ stuck into books

Learning objectives are the focus for marking and feedback

All lessons have well planned success criteria and pupils will be clear about how they will achieve the learning objective through this.

These are displayed and put in books and reminded of during lessons

Success criteria is used to assess own work.

All lessons will have clear differentiation that will enable all children to access learning and work towards achieving age related expectations.

All children of all ability will be suitably challenged

Planning shows differentiation in the curriculum through task, outcome or support. This is detailed in medium term and short term planning.

Assessment for learning ensures a constant dialogue between the teacher and the learner.



High standards of work in books is expected and adhered to.  
Behaviour for learning is reinforced constantly in class.  
Attitudes to learning are positive.

Each classroom is equipped with an interactive whiteboard. This can be used for modelling success and scaffolding learning. Teachers should demonstrate best practise by using teacher modelling as part of the modelling and scaffolding process

### **Commitment to pupil-led learning**

At Flamborough we are committed to pupil-led learning whenever possible. Staff will apply active learning techniques that challenge children in the classroom and promote good and outstanding progress.

Pupils are actively engaged in learning

Children should be thinking and doing for the majority of the time and not listening to teachers talking for extended periods or sat passively.

Opportunities are built into lessons for paired talk.

Lessons include opportunities for children to use white boards during different parts to contribute and develop understanding

Creative use of resources to enhance learning

All pupils will receive regular and clear feedback that enhances learning

AFL and effective marking is school practice used to inform teaching and learning

All pupils are clear about ways to develop and improve

At present, the majority of the marking is linked to the learning objective and identifies next steps

‘Two stars’ identify good practice and ‘a wish’ is used to move the learning on

Response time is given at the beginning of the next lesson and children use a different colour pen to respond.

Learning is enhanced through effective use of additional adults

- clearly directed
- engaged with pupils
- clear about who to support and why
- planning is shared in advance
- involved in assessing and feedback to children

### Lesson Overview

All staff will ensure that they create an appropriate learning environment/ atmosphere

Links are made to prior learning

An overview / the bigger picture is provided

Learning objectives are shared

Whilst teaching the input, children have short, punctuated breaks and activities, and effective questions.

The class teacher ensures that they focus questioning on specific children or at random (lolly stick method) rather than relying on the hands up approach.

Information is presented in a variety of ways

Children have the opportunity to process information through questioning and interaction.



Teachers will adjust the learning when, on reflection a change is needed.

Learning processes include:

- investigation
- experimentation
- listening
- Observing
- talking/discussion
- asking effective and a range of questions
- practical exploration and role play
- retrieving information
- imagining
- repetition
- problem solving
- making choices and decision making
- application of what has been learnt to a range of different contexts

Time is built into lesson to review learning. Pupils are encouraged to reflect on what they have learnt during the lesson.

#### The Role of the Governors

School governors determine, support, monitor and review the school policies on teaching and learning  
They support the use of appropriate teaching strategies by allocating resources effectively  
They ensure that the school building and premises are best used to support successful teaching and learning.  
Monitor teaching strategies in light of health and safety regulations  
Monitor how effective teaching and learning strategies are in terms of raising attainment  
Ensure that staff development and performance management policies promote good quality teaching  
Monitor the effectiveness of the school's teaching and learning policies through the school's self review processes

#### The Role of Parents

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

- ensuring that their child comes to school feeling confident and positive
- ensuring that their child arrives at school punctually and regularly
- share with the teacher any problems their child may have
- support their child by attending Parents' Evening
- support child in TSP review meeting where appropriate
- ensure their child comes to school with right equipment/ kit
- respond to all correspondence
- inform school of absences/ any other relevant information that may affect child's progress, happiness or behaviour



- support extra curricular activities such as visitors to school, concerts, trips, fairs

### The Role of the Community

The community is invited to support school by:

- contributing to activities such as assemblies, artistic events, specialist outings and clubs
- providing spiritual and pastoral guidance to pupils and their families through church
- presenting themselves as positive role models to be emulated
- supporting school events
- voluntarily helping in classrooms

### The Role of the School

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able.
- Foster spiritual and Christian values
- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and school procedures.
- Ensuring that teachers are available for consultation.
- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.
- Hold parents'/carers' evenings in the Autumn and Spring Term where tracking of progress is shared.
- Provide a written report with the opportunity to discuss this with class teachers at the end of the Summer Term.

Checklist for high quality learning:

Is the teacher well planned to deliver high quality opportunities for learning?

Are lessons well-paced, targeted and include all relevant aspects?

Are the individual needs of the children addressed / does the teacher have sufficient knowledge to adapt the learning to meet the needs of the individual learners?

Is the work challenging enough to stretch all of the children?

Are all children supported to meet high expectations?

Are the children routinely producing high quality work?

Are staff trained to use skilled questioning techniques to check and extend children's understanding in the lesson?

Does the learning environment promote effective learning?

Are there opportunities for children to apply what they have learnt?

Are the children able to work independently following their own lines of enquiry?

Can children articulate what they have learnt?



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Growing with God and Striving for Excellence

