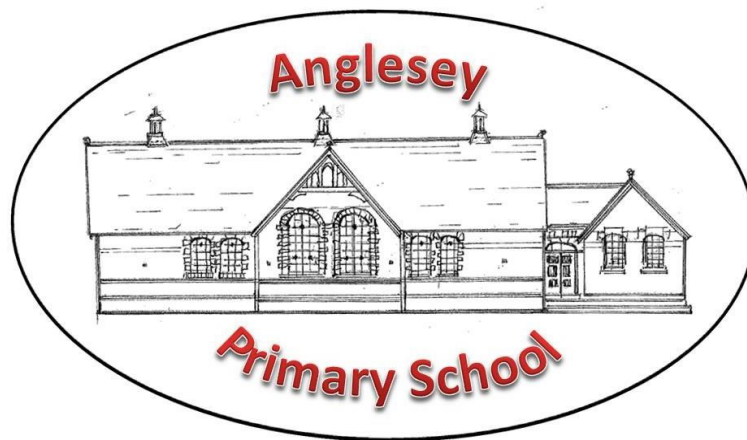


Anglesey Primary School



Teaching and Learning Policy

Written: September 2023

To Be Reviewed: September 2024

Inquisitive, Resilient, Independent

At Anglesey, we are a vibrant and nurturing school community, where children are given the skills to become, inquisitive, resilient, independent learners.

Our curriculum provides a range of creative, challenging and inspiring experiences for all. This equips our children with the life skills to be happy, flourish and be successful...*Today, tomorrow and in the future*

Roles and responsibilities

The teacher's standards state that teachers are responsible for planning and delivering a sequence of learning that is effective in ensuring that pupils know more and remember more. This is monitored by the headteacher and shared with Governors through the HT report.

At Anglesey, the headteacher and SLT team are responsible for;

- Overseeing the school's approach to teaching, learning and standards
- Ensuring the needs of all pupils are met through identifying how teaching and learning needs to be adapted
- Ensuring that all staff are provided with support and training to deliver high quality teaching and learning
- Setting and promoting a culture of high-quality teaching and professionalism across the school
- Taking all opportunities to involve parents in their child's educational journey and acting on advice from parents and professionals

All teachers are responsible for;

- Developing a climate for learning within their classrooms through demonstrating professional relationships
- Seeking opportunities to develop their teaching
- Monitoring and evaluating their performance
- Planning effective sessions using the school's long term and mid-term planning
- Marking, feedback, assessment and setting targets and adapting learning for all groups of pupils to ensure that all achieve well
- Collaborating with colleagues to moderate pupil achievement
- Involving parents and other professionals and taking advice from these
- Promoting the wider curriculum and leading by example
- Following the school's procedures for managing behaviour and taking ownership for rewards and sanctions

Creating a climate for learning

Relationships and routines are fundamental to developing a positive classroom culture. Pupils thrive when they know they are safe and are clear about the expectations which allow them to flourish. Classroom routines should be clear and positive and promote the expectations for learning behaviours both in the classroom and out. These should directly link to the school's behaviour policy but also be explicitly taught. Teachers should ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements should be changed to suit different activities and to allow all pupils including those with SEND, to work in many different ways including independently, as a class or within small groups.

Classrooms should be organised, tidy and reflect the standards teachers expect of the pupils. Resources should be accessible and appropriate.

Displays should model expectations, both celebrating learning and providing vocabulary, prompts and support for learning.

T and L policy

Rewards and sanctions should be clear for pupils and they should be a part of the classroom routine and link to the school policy and guidelines.

Teaching, learning and assessment.

The school's curriculum is based on the national curriculum and is enriched by a wide variety of other opportunities including Forest schools, organic garden, orchestra, visits and trips etc. These activities are timetabled to ensure that the curriculum can be accessible and does not lead to cognitive overload. Formative assessment should be ongoing and should lead to adaptations to ensure effective learning. Summative assessment should be used to guide and indicate the next stages of learning.

Planning

Clear and effective planning is essential for staff to deliver an effective sequence of learning. Subject leaders have produced midterm planning which is designed to link with other subjects where appropriate so that the knowledge in one area can be practiced and rehearsed in another area. It is planned to review prior learning and support pupils in making links and connections promoting new learning.

Planning ensures that all learning can be adapted to enable all pupils to access it at an appropriate level.

Teachers are expected to plan the learning and prepare resources to enable effective teaching and learning to happen.

Delivery

Introduction

In core areas and in some theme sessions, learning should start with a familiar activity to enable pupils to rehearse the familiar to support them in knowing and remembering more.

The learning intention should be made clear and explicit for all. This may be shared at the start or learners could identify the LO following a task.

Success criteria to support the pupils in understanding how success looks should be shared or clearly available and referred to.

Links should be made to prior learning – this is usually identified on mid-term planning. This supports pupils in putting learning into context

Dialogic talk and questioning should be used to promote thinking.

Main session – new learning

In this part of the session new learning should be introduced.

This should be done in a variety of ways to meet children's needs, including immersive experiences.

There may be some modelling, thinking out loud, exploration or challenge for individuals/ groups / classes.

Once children have grasped the new learning they should be working independently, whilst some might need more modelling and support.

Scaffolds, manipulatives and other resources should be available to support children's differing needs.

Ongoing assessment should be evident – the adults should be continually checking and questioning pupils to check for understanding of new and prior learning.

The session should ensure that all pupils are fully engaged and active and there are no opportunities for pupils to opt out. Pupils who appear passive should be challenged.

Additional adults should be used to support any identified pupils whilst allowing them to develop their independent skills.

Teaching and the work should be adapted to ensure all learners needs can be met whilst still providing challenge.

Assessment

Formative assessment should be ongoing and should happen throughout any new teaching. This may be through questioning, mini plenaries, quizzes etc but as a result of this assessment, teachers will adapt the learning to ensure that pupils know and remember more.

Assess, plan, teach and review is the cycle of good teaching practice.

Plenary

A review of learning.

Questions such as “what have we learned?” and “why do we need to know this?” are important to check pupils understanding and to put the learning into context and identify next steps.

Adapting learning to support all pupils including SEND

Ensuring that all groups of learners have access to the planned learning. This may be by:

- Using staff to challenge and support,
- Adapting the activity for specific groups in order that they are able to access the task.
- Pre-tutoring for identified pupils
- Revisiting key learning on a regular basis to ensure it is committed to long term memory.
- Planning interventions to close specific gaps
- Responding to misconceptions
- Think, pair and share

Working with parents/ homework

Throughout the session pupils will be given work to share with parents. Parents will have a half termly newsletter identifying the key learning and ways they could support their child, which is also put on the website.

Homework will be linked to core areas of maths, times tables, spelling and regular reading so that it is not too onerous for parents. Opportunities for homework in a themed area will be given once a term to reduce the burden on parents. Pupils can access a variety of digital platforms at home to support their basic skills. Opportunities for parents to find out more about their child’s learning will be provided through class assemblies, parents evenings, any communication home, reviews, newsletters and annual reports to parents.

Monitoring and reporting

These procedures are constantly monitored through effective planning, delivery, observations, informal lesson visits, pupil voice discussions and teacher discussions. This ongoing monitoring will be shared with key staff and Governors through the HT report to Governors.