



Goodmayes Primary School

Learning and Teaching Policy

(See also, Marking and Feedback Policy)

1. Introduction

- 1.1 At Goodmayes Primary School we believe that children learn best when there is consistency and continuity in our approach.
- 1.2 We hold common expectations of our practice and, through mutual challenge and support, we ensure that it is of a consistently high quality
- 1.3 As a school we take collective responsibility for the progress of all pupils.
- 1.4 We expect all members of staff to have high expectations of all pupils in all areas of their learning and of their school life.

2. Aims

- 2.1 The aims of our Learning and Teaching Policy are as follows:
 - To raise levels of attainment for all pupils, enabling them to achieve their personal best;
 - To equip children with skills to become critical thinkers and independent, enthusiastic learners;
 - To develop a curriculum which fully engages the pupils and to foster a love of learning;
 - To ensure the highest standards of teaching across the school, to enable children to learn most effectively;
 - To attend to the needs of different abilities, and to take into account individual needs and stages of development;
 - To ensure effective planning, delivery and evaluation of the curriculum throughout the school;
 - To help children develop skills, knowledge and concepts relevant to everyday life;
 - To provide a curriculum that takes into account the diversity of interests and cultures of children attending Goodmayes and recognises the knowledge and experiences that children bring to school;
 - To have a consistent approach to classroom management and organisation;
 - To provide a positive and stimulating work environment for all users of the school;
 - To ensure that parents are involved fully in the education of their children;

3. Expectations of Learning and Teaching

- 3.1 At Goodmayes, we expect teachers:
 - To be a positive role model and treat children and colleagues with respect and mutual trust;
 - To uphold professional standards, including being punctual, well prepared and organised;



- To ensure that learning is progressive and continuous and that standards are maintained and raised;
- To recognise and plan for the individual needs of each child, with support where appropriate;
- To maintain an up to date knowledge of the National Curriculum and educational developments, including the Foundation Stage;
- To work collaboratively and share expertise, practice and ideas;
- To contribute to school activities i.e. extra-curricular activities and fundraising
- To follow the school guidelines and policies and implement ideas from INSET and training;
- To be supportive of each other and all members of the school community;
- To develop effective working relationship with parents.

3.2 At Goodmayes, we expect children:

- To attend school regularly and be punctual for lessons;
- To behave appropriately, in line with our behaviour policy;
- To be organised by bringing the necessary kit, reading books, taking home letters and completing homework tasks;
- To take increasing responsibility for their own learning and to try hard at all times;
- To complete and return homework;
- To contribute and enjoy a positive attitude towards school life;
- To wear school uniform;
- To have respect and consideration for others and for the school environment;
- To be enthusiastic about school and feel proud to be at Goodmayes.

3.3 At Goodmayes, we expect parents and carers:

- To ensure their children attend school regularly, arrive on time and are in good health;
- To notify the school immediately of the reasons for any absences and inform us of any concerns and issues relevant to the children's education;
- To collect the children punctually at the end of the school day;
- To participate in discussion concerning their child's progress and attainment and to attend consultation meetings;
- To be aware of and support the school's behaviour policy;
- To support the teaching and learning in school by offering encouragement and praise to their children, supporting them at home by working on areas identified with the class teacher, such as hearing them read, helping them to learn spellings and maths tables, and understanding the importance of homework;
- To respect the school's professionalism and to support and trust us as partners in their children's education;
- To respect other parents and their children;
- To overtly value school and education.

3.4 At Goodmayes, we expect all members of the school community:

- To support a positive school environment in which everyone can feel safe, secure and valued and have high expectations of behaviour;
- To work as a team, towards the same goal by motivating, supporting and encouraging each other;
- To offer equal opportunities and inclusiveness in all aspects of school life;



- To promote positive relationships and a sense of belonging to the whole school community;
- To support the school in maintaining and raising standards in all areas of school life.

3.5 We intend to achieve these expectations by:

- Effective communication;
- Commitment to team work and to agreed goals;
- Consistent monitoring, planning and evaluating in groups;
- Sharing good practice;
- Watertight consistency in all areas (such as behaviour management, dealing with complaints, implementation of policies, expectations, planning assessing);
- Celebrating success.

4. Helping children to learn

2.1 At Goodmayes, we believe that children learn best when they:

- Are happy;
- Feel secure and safe;
- Can take learning risks;
- Are noticed, have feedback about their work and are praised;
- Have a sense of their own worth and feel confident;
- Are clear about expectations about learning and behaviour;
- There are routines that are known by all;
- Work in a purposeful calm environment;
- Work in a visually exciting environment;
- Are involved practically in their learning.
- Are encouraged to be critical thinkers;
- Are clear about learning objectives and outcomes;
- Are enthused by the teaching;
- Are taught in a variety of ways;
- Experience success;
- Are not tired, hungry, distressed or ill;
- Are engaged in learning experiences which are structured, progressive and focused;
- Feel a sense of fairness prevails;
- Respect adults.

5. Planning

5.1 In order for children to have an effective learning experience, each lesson must be well planned. At Goodmayes, we use long-term, medium-term and short-term planning to cover all that will be taught within the classroom.

5.2 Long-term plans set out the subjects and topics that will be covered over the whole school year for each year group. This takes into account statutory coverage of National Curriculum objectives and is supported by guidance on progression of learning for each subject.



- 5.3** Medium term plans set out in more detail the work to be covered over a term or half-term period. Planning is based on systematic assessment of our pupils' prior learning. We plan teaching strategies carefully, creatively and imaginatively based on our knowledge of our pupils' needs.
- 5.4** Short term planning takes place on a weekly basis and is based on an on-going evaluation of *Assessment for Learning* outcomes (See Assessment Policy). These plans set out exactly what work is to be done each day. These will include clear learning objectives, descriptions of the activity, quality and range of work expected and how the work will be assessed. We choose, design and adapt tasks that will challenge all pupils, whatever the level at which they are working.
- 5.5** When the quality of planning is good the following is observed:
- The lessons are successful
 - There is a high level of achievement
 - The activities run smoothly
 - The learning objectives are clear
 - There has been progression and development
 - The children are engaged and are able to articulate their learning
 - Differentiation/special needs/EAL/G&T are catered for
 - Extension activities are prepared

6. Features of effective teaching

6.1 Before the lesson, the teacher will:

- Have relevant knowledge of the subject;
- Have planned activities that take account of the needs of each individual child;
- Have identified the aims and intended learning outcomes of the lesson;
- Have the relevant resources available and accessible;
- Have planned the teacher's role;
- Have planned the role of the Teaching Assistant.

6.2 During the lesson, the teacher will:

- Give clear information and explanations to the children;
- Tell the children the aims of the lesson and how these relate to previous and future learning;
- Ensure that the children know what is expected of them, both in terms of work and behaviour;
- Inform the children about the way they will work whether in groups or alone, silently or in discussion, what resources they will use etc.
- Interact effectively with the children;
- Act positively and with appropriate humour;
- Have an awareness of the whole class;
- Manage the children well, using clear and orderly routines with consistency, so as to achieve high standards of discipline;
- Develop children's language and social skills;
- Give appropriate opportunities for the children to extend their learning;



- Take steps to motivate and inspire the children;
- Evaluate and assess the lesson as it progresses and take relevant action to extend learning or correct misconceptions.

6.3 After the lesson, the teacher will:

- Assess the lesson in light of what happened;
- Evaluate the teaching and learning that took place, and make any necessary changes to future planning that might be appropriate;
- Mark work consistently and appropriately, depending on the work done;
- Give verbal feedback and praise and written feedback where appropriate;
- Pupils are given time to respond to marking and feedback;
- Goodmayes principles for marking work is set out in our Marking and Feedback Policy. This requires a consistent approach to marking which is regularly monitored when scrutinising children's work.

7. Features of effective learning

7.1 When the quality of learning is good, the following will be observed:

- Children on task, knowing the time available to complete work;
- Children able to explain the purpose of their task;
- Children involved in the decision making and learning process;
- Children displaying positive attitudes, e.g. enthusiasm, pride in their work, interest, eagerness to move on, enjoyment, concentration and application;
- Quality outcomes in the work produced;
- Evaluations and positive feedback;
- A safe, stimulating and comfortable work environment;
- Acknowledgement of different approaches, including trial and error and learning from each other.

8. Pupils with Special Educational Needs or Disability

- 8.1** The class teacher is responsible for ensuring that work is suitably differentiated to ensure that all pupils make expected progress. Pupils who have been identified as having *Special Educational Needs or Disability* may require further support or intervention. This will be organised in liaison with the SENCO and, in some cases, may necessitate support from external agencies. (See SEND Policy)

9.0 Pupils with English as an Additional Language

- 9.1** Teachers use various methods to help children who are learning English as an additional language to access the curriculum:

- Using a range of concrete and visual resources to support their learning;
- Giving them appropriate opportunities for talking, and using talk to support learning;
- Encouraging them to relate one language to another;
- Using Adult Communication Behaviours to support children's learning
- Providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
- Planning paired and group work, drama, role play and using talk to scaffold writing;



- Using the home or first language where appropriate.

10. Classroom organisation

10.1 The following are features of a well- organised classroom:

- Expectations for classroom organisation follow guidelines accessible to all teachers.
- The classroom has consistent routines, which all children are aware of, including what to do when they first arrive;
- Entry and exit routes and routines to and from the classroom to outside areas, including the hall(s) and playground are well known to the children and used appropriately and consistently;
- Class rules are discussed, agreed and displayed, based on the school's behaviour policy;
- Clear rewards and sanctions are consistently applied;
- Children are informed about the timetable for the day, especially when there is a change to normal routines;
- Routines are in place for the start and end of lessons and activities, to maximise learning time;
- The classroom clock is set correctly and used by teachers and children to monitor the use of their own time, punctuality and pace of lessons;
- Children are clear about how to attract the teacher's attention;
- Furniture is organised to best facilitate learning.

11. Resources

11.1 A ready supply of appropriate resources is vital to teaching and learning. Each classroom should have:

- Sufficient resources, readily available and easily retrievable without disruption, in order for the planned lesson to take place efficiently and effectively;
- Good quality, appropriate resources, relevant to the age group being taught and the lesson planned for;
- Clearly-labelled storage units for resources, specific to a subject and legible to the children;
- An attractive and well-resourced book corner and clean and tidy art area;
- A working computer;
- Clearly displayed timetable/planning, accessible to supply teachers.

11.2 Resources should be stored tidily, and children should be trained in their retrieval and putting away and their use.

12. Displays

12.1 Displays are an important part of the well-organised classroom. A good classroom has:

- Adequate space for both 2D and 3D displays;
- A variety of work on display, reflecting the different curriculum areas and levels of achievement;



- Displays that are up to date and relevant to the work in hand;
- Displays that are self-explanatory and Informative, with clear, well-written labels;
- Lively interactive and attractive displays, with co-ordinated backing paper and fabrics;
- Displays that reflect the diversity of ethnic background in our school;

13. Monitoring Learning and Teaching

13.1 At Goodmayes, the monitoring of teaching and learning is achieved in the following ways:

- Assessing of planning
- Observation and feedback of lessons
- Discussion with children
- Discussion with teachers
- Evaluation of displays
- Target setting and scrutiny of targets set
- Termly progress meetings
- Consultation with parents
- Marking of children's work
- Records of achievement
- Mentoring of colleagues
- Tests, including Baseline assessment and SATs
- Sampling of children's work

14 Monitoring and review

14.1 We are aware of the need to monitor the school's Teaching and Learning Policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or earlier if necessary.

Policy Review Date: *Autumn Term 2017*