

# WALTON CEVC PRIMARY SCHOOL

“Every Child, Every Chance, Every Day”

## Policy on Teaching and Learning



### 1 Introduction

At Walton CEVC Primary School, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

At Walton CEVC Primary School we provide an inclusive and welcoming atmosphere where the needs of the individual are both recognised and well supported. We strive to provide a rich and varied learning environment that enables all children to maximise their potential, irrespective of socioeconomic background, ethnicity, gender or creed.

We are concerned with the development of the whole child, and his/her relationship with the society and world in which they live. We see this as a partnership with parents and aim to involve the family and the wider community wherever possible. Our strength lies in working together as a community towards a shared goal, putting children at the heart of everything we do.

### 2 Aims and objectives

At Walton CEVC Primary School through our teaching, we aim:

- to enable every child to feel special, encouraging them to develop their potential in all aspects of the curriculum
- to foster self-worth that the children will use their wisdom, knowledge and skills to make a positive contribution in the society in which they live
- to encourage children's respect for their environment and gain a sense of belonging and living well together within their local community
- to provide a stimulating environment that makes learning engaging, creative and challenging.
- to give all children equal opportunities, respecting differences in culture, faith, gender and ability
- to instil in children a sense of hope for the future, foster an aspiration to achieve well and grow in confidence so they can develop their own personal spirituality.

#### **4 Effective teaching and learning**

At Walton CEVC Primary School, we believe that children need to experience a range of different teaching strategies for learning to take place. Many learning opportunities are made available to the children that take account of the full range of different learning styles.

Such opportunities include: investigation and problem solving; reasoning, explaining, research and finding out; group work; paired work; buddy work; independent work; whole-class work; asking and answering questions; use of IT; a range of experiences - fieldwork and visits to places that will inspire the children; visitors into our school; creative and design activities; debates, role-plays and oral presentations; drama; international work; participation in physical activity; use of the outside classroom/environment etc.

We believe that effective teaching and learning can only occur when the following features are in place (in no particular order):

- a) **Children feel safe and happy**
- b) **Rigorous safeguarding systems are in place**
- c) **Children's wider needs are met**
- d) **High quality teaching**
- e) **An exciting curriculum is provided**
- f) **There is an attractive learning environment**
- g) **Pupil grouping and differentiation takes place**
- h) **Assessment for learning strategies are used**
- i) **Target setting and tracking is regularly used by all staff**
- j) **Intervention and support is used where appropriate**

A detailed breakdown of each area is explained below...

##### **a) Children feel safe and happy**

###### **Excellence and effort are celebrated**

At Walton CEVC Primary School, we believe strongly in the power of praise and encouragement and this is central to our ethos.

- ✓ our weekly sharing assemblies reward children in a number of different ways, including a Class Citizen of the Week Award, Success Certificates, Attendance awards etc.
- ✓ school events such as musical productions and class assemblies are seen as opportunities for all pupils to demonstrate their own best efforts and performance
- ✓ pupils are often asked to perform outside of school in concerts, sporting events etc.
- ✓ Children bring in certificates from outside school as well and these are celebrated in assemblies too.

###### **Respect is encouraged**

At Walton CEVC Primary School we aim to develop an atmosphere of mutual respect so that children and adults feel valued, secure and confident. We do this in a number of ways:

- ✓ We are all partners in the education process – children, teaching and support staff, parents, Governors and members of the local community all work together for the good of the children.
- ✓ Children are clear about the expectations placed upon them.
- ✓ Staff and children take a pride in their work.
- ✓ People's efforts are valued and success is always celebrated.

- ✓ Children's views are listened to respectfully. They are given the opportunity to share and discuss issues important through class meetings, School Council etc.
- ✓ Children are encouraged to take responsibility for their learning and their behaviour.

#### **b) Safeguarding systems are rigorous**

(See Safeguarding Policy)

#### **c) Supporting children's wider needs**

Schools that are able to identify barriers to learning beyond the classroom and address them are in a strong position to provide personalised learning for individual pupils. At Walton CEVC Primary School, we aim to establish good relationships with all our families and to provide a climate open to dialogue through our daily routines providing regular opportunities for parents to talk with staff. Frequent parents evenings, both formal and informal, provide further opportunities for discussion such as homework help, phonics evening, SATs evening and e-safety information. Within school, we can also offer advice and support through school-based and outside services, for example:

- ✓ Parent and Family Support Advisor (PFSA)
- ✓ ELSA
- ✓ Speech and Language Support
- ✓ Physical Impairment Team support
- ✓ CAMHS
- ✓ Other external agencies

Where additional support from other agencies is required, parents are fully involved in this process from the beginning. Multi-agency meetings may be held to establish a programme for how the school and outside agencies can best support a child with particular needs. See SEN policy for further details.

The school uses the Jigsaw Programme for RSHE resources to support children's personal development and pastoral care.

#### **d) High Quality Teaching**

This is characterised by:

- ✓ An engaging subject matter with teaching that is well planned and resourced
- ✓ High expectations of pupil involvement and engagement with their learning
- ✓ High levels of interaction for all pupils ensuring they are active, not passive
- ✓ Good Teacher questioning, modelling and explaining, demonstrating good subject knowledge
- ✓ Regular opportunities for pupils to discuss their learning individually, in pairs and in groups
- ✓ Clear aims and objectives which are communicated to the children
- ✓ Plenty of opportunities for children to practise and develop the 'skills of learning' such as problem solving, collaborating, applying previous knowledge etc.
- ✓ Objectives and activities are differentiated according to pupils' levels of ability
- ✓ Pupils are made aware of how well they are doing and what their next steps are with their learning through our consistent marking policy. The understanding that children have of this ensures consistency for the pupils.
- ✓ Pupils make good progress during the session and there is an appropriate level of challenge
- ✓ Well-established routines and systems are in place that are understood by the pupils.
- ✓ Plenty of verbal/written praise and encouragement to motivate pupils further.

## **e) Creative Curriculum and beyond**

We have a creative, skills-based curriculum. The 2014 revised National Curriculum Programmes of Study are also used to guide our teaching. These set out the aims and objectives for what is to be taught in each year group. Our medium and short term planning contains information about the teaching activities, skills to be taught and tasks to be set, the resources needed, and the expected learning outcomes. We also hold WOW days and theme weeks which share a whole school focus area.

In personalising the curriculum, we aim to find appropriate challenges for pupils and address their particular needs so that they may all have an equal opportunity to succeed.

We aim to cater for the needs and interests of a full range of learners including:

- ✓ the more able/gifted and talented
- ✓ learners with additional educational needs
- ✓ learners with English as an additional language
- ✓ girls and boys
- ✓ looked after children
- ✓ learners with social, emotional and behavioural difficulties

### **The Extended Curriculum**

Helping pupils to discover and/or develop new interests is essential to personalised learning at Walton CEVC Primary School. During the school year a range of activities are organised to enhance the curriculum:-

- ✓ Educational visits
- ✓ Residential visits
- ✓ Extra- curricular clubs for all ages, abilities and interests
- ✓ Visitors

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. In so doing, we follow the LA guidance on Off-Site visits and volunteers. Detailed risk assessments using the EEC Live system are completed, read and signed by all staff attending the visit.

## **f) The learning environment**

Our classrooms and school buildings are attractive learning environments.

Displays are changed regularly, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. Highly visual and interactive displays, such as, 'learning walls', are used to engage pupils and encourage self-help strategies. All classrooms are well resourced with each room containing an interactive smart board, laptops, tablets with internet access, selections of fiction and non-fiction books etc. in order to facilitate a wide range of different teaching and learning activities.

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

The outdoor space is continually being developed to provide an exciting learning environment for the children. All classes use the outdoor space effectively to support learning across the curriculum.

## **g) Pupil grouping and differentiation**

All classes are mixed ability. Work is planned to the level of the children in each class rather than by age although children aim to reach their age-related expectations in

each curriculum area. In order to meet the learning objectives and learning needs and provide appropriate challenge and support for all pupils, teachers use a range of grouping options within their classes.

- ✓ skills based grouping (guided reading/writing)
- ✓ paired work (response partners) to facilitate discussion
- ✓ individual work
- ✓ pupil choice
- ✓ whole class groups

#### **h) Assessment for learning strategies**

A secure knowledge of each pupil's current progress is a core element of teaching and learning at Walton CEVC Primary School. Lesson planning is based on prior learning and throughout the learning process, active assessment is required to ensure that the expected rate of progress is being made.

A range of Assessment for Learning strategies are used in the classroom:-

- ✓ Learning objectives and individual targets are made explicit and shared with the pupils
- ✓ Self and peer assessment are used against the lesson objectives.
- ✓ Pupils are engaged in their learning and receive regular feedback on their progress, indicating what their next steps are
- ✓ Feedback is constructive and informative
- ✓ Assistants are involved in the AfL process along with the teachers

#### **i) Target setting and tracking**

Individual pupils' progress is tracked rigorously, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessment and test results. Strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate. Data is collected on a regular basis and is shared with the staff, governors, SEP, pupils and parents.

Pupil progress meetings for Literacy and Numeracy are held termly to discuss the progress of every child in the school, identifying any potential barriers to learning as well as successful strategies being used. New strategies are frequently developed as a result of discussions at PPMs. Parents/carers receive regular updates on their child's progress so that they can provide support/encouragement as appropriate. The Head teacher and subject leaders monitor pupil progress through regular lesson observations, pupil interviews and work scrutiny.

#### **j) Intervention and additional support**

Teaching Assistants are a valuable resource in our school and they work effectively with individuals and groups to support learning as well as assisting in classrooms. It is expected that the great majority of pupils at Walton CEVC Primary School will make at least the expected rate of progress through first quality, class-based teaching. However, for some pupils this approach may not be sufficient due to other factors in their lives and these pupils, at various stages, may benefit from additional small group or 1-1 intervention programmes to enable them to make the progress required to achieve their full potential. Our Teaching Assistants provide specific interventions e.g. R,W, Inc. Freshstart, Reading and Maths Detectives, as well as supporting children in class to allow them to gain full access to the curriculum. Other forms of intervention are used such as nurture groups and social skills groups where appropriate – we also have an ELSA to support emotional and social development.

Central to the effective planning of an intervention programme is the knowledge the teacher has of a particular pupil or groups of pupils. When considering pupils for interventions, a wide range of assessment evidence is drawn upon to support judgements made about pupil progress, including discussion with SENCo, TAs and parents.

## **5 The role of governors**

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the termly headteacher's report to governors, and a review of the in-service training sessions attended by staff.

## **6 The role of parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- by holding parents' evenings to explain our school strategies;
- by sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by sending parents written Progress Reports at the end of the Autumn and Spring terms
- by sending parents written annual reports in which we explain the progress made by each child, and indicate how the child can improve further;
- by explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home–school agreement.

## **7 Monitoring and review**

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.

**Reviewed: February 2025**

**Next Review Date: February 2027**