

Teaching *for* Learning Policy

Revised for April 2017

This policy supersedes all other Curricular Subject Policies and works in conjunction with our RE Policy, Marking and Feedback Guidance (2017) and Assessment Guide (2017)



Diocese of Norwich
Education and
Academies Trust

Teaching *for* Learning Policy

1 Introduction

1.1 At each school we believe in the concept of lifelong learning and 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; it should be fun, linked to the child's needs and personal development. 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.

2 Aims and objectives

2.1 We believe that people learn best in different ways. At our schools we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

2.2 Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

3 Effective learning

3.1 We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We recognise seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

3.2 We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;

- designing and making things;
- participation in athletic or physical activity.

3.3 We encourage children to take responsibility for their own learning and to be involved as far as possible in reviewing the way they learn. Every child will have an opportunity to identify what they have achieved in relation to what they are learning and next steps are discussed when appropriate.

4 Effective teaching

4.1 When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. Teacher plans ensure full coverage of the New National Curriculum (2014). Attainment and Progress for English and Maths are tracked half termly to ensure the children receive a broad and balanced curriculum. Children are involved in the planning of the medium term topic plans.

4.2 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs), behaviour support needs with Individual Behaviour Plans (IBPs) and pastoral needs of children in Pastoral Support Plans (PSPs). We have high expectations of all children at School and we aim to enable individuals to achieve the highest possible standard in their work. This is celebrated in our weekly or monthly achievements assemblies at each school.

4.3 We set academic targets for the children each year in English and Maths and we share these targets with children and their parents through either Parents Evenings or Termly Reports – where we state levels of attainment / progress.

4.4 We review the progress and attainment of each child at the end each term in a Pupil Review Meeting – identify target children who require intervention support or boosting using the deployment of Support Staff. At the end of the academic year we review pupil progress and set whole cohort targets based on performance, this is reflected in staff performance management targets.

4.4 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum, Norfolk Agreed Syllabus for RE and relevant guidance from the DFE. Our planning for and assessment of the all subjects is based on learning outcomes and taught through topics planned in a thematic way. We teach many Maths and English Skills as set sessions each week but where possible try to link work into the topic being taught each term. We evaluate lessons so that we can modify and improve our teaching in the future.

4.5 Teachers share weekly plans with the adults deployed in their classrooms.

4.6 Planning is monitored by subject leaders as part of the monitoring cycle which enables them to monitor curriculum coverage of the National Curriculum.

4.7 Our teachers and support staff make a special effort to establish good working relationships with all children in each school. We treat the children with kindness, respect, fairness, and equal opportunity. All our teachers follow the school policy with regard to discipline and classroom management and maintain a consistent approach to the positive behaviour management strategy adopted by the school. We set and agree *Unity Federation of Church of England Primary Academies (DNEAT)*

with children the class code of conduct and expect all children to comply with these rules. We praise children for their efforts to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy. We celebrate successes within and outside of school for individual children and cherish our roles within the local communities. We maintain links with organisations in our local community to develop stronger learning experiences for our children.

4.8 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 (unless this is a local visit). The school Safeguarding and Child Protection Policy and Educational Visits Policy is followed fully. All staff receive relevant and up to date training.

4.9 We deploy support staff and other adult helpers as effectively as possible primarily to support pupils' learning. Sometimes they work with individual children and sometimes they work with small groups. These adults often deliver intervention programmes for Target Children or undertake work with specific children identified with SEND. All work undertaken is planned by teachers and support staff are required to undertake written feedback on each activity they do. Each school maintains and reviews a provision map for such activities regularly.

4.10 Our classrooms are attractive learning environments. We change displays at least once a term, 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. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to English and Maths. 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. Regular Learning Walks by the Head Teacher, Senior Leadership Team, AGEP and Governors monitor the provision, impact and effectiveness of each school's learning environments.

4.11 All our teachers reflect on their strengths and areas for development and plan their professional development needs accordingly with the head teacher or senior leadership team. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. Targets for improvement and to support individual professional development are discussed and reviewed during the performance management process and linked to priorities in the Single Change Plan. The head teacher monitors teaching each term through agreed observations, unannounced observations, learning walks, work scrutinies and governor interviews with children.

4.12 We conduct all our teaching in an atmosphere of trust and respect for all.

5 The curriculum

5.1 Each subject taught will ensure breadth and depth of study. The teachers will plan effectively to the Programmes of Study and where possible link areas of learning together in thematic topics. Core subjects will often be taught stand alone.

5.2 **English** is taught daily and includes full coverage of the national curriculum, at Key Stage 1 this will also include a daily phonics session, at Key Stage 2 this

- will include Vocabulary, Spelling and Grammar. A range of strategies are used including Pie Corbett, rich texts and cross curricular links where appropriate. A range of guides to support parents with their child's learning in English are available on our federation website, including getting to grips with grammar.
- 5.3 Maths** is taught daily and includes a strong focus on number, problem solving and reasoning skills. All elements of the national curriculum are covered and a range of guided problem solving sessions will take place on a weekly basis, in order to teach children the skills of mathematical problem solving. Each maths lesson will include an element of problem solving, either through questioning or a specific activity. A calculation guide showing progression of the four number operations is on our federation website for parents to access.
- 5.4 Science** is taught as topic and will have thematic foci on a 2 year (Key stage 1) or 4 (Key stage 2) cycle to ensure coverage. Scientific enquiry is a key element of learning and will feature strongly in lessons. Investigations or key elements of skill development based around scientific enquiry will form the basis of learning.
- 5.5 History and Geography** will always be taught as part of a topic. The skills of enquiry, empathy, chronological understanding, interpretation, organisation, communication, knowledge and understanding of people, changes in the past and events, knowledge and understanding of patterns and processes, environmental change and development will be covered.
- 5.6 Art and Drama** will be taught through topic wherever possible and Music may be linked to topic but usually will be taught discretely. The skills of exploring and developing ideas, investigating and making, evaluating and developing, performing skills, composing skills, appraising skills and listening skills will be covered.
- 5.7 Design Technology** – this will be taught through topic wherever possible. The skills of developing, planning and communicating ideas working with equipment, tools and materials, evaluating processes and products will be covered.
- 5.8 Computing** – this will be taught as a discreet lesson in accordance with the New National Curriculum.
- 5.9 Music** – the theory and appreciation of music is experienced alongside performing and using musical instruments, the human voice is an element that is also used. This subject is taught by a specialist music instructor across our federation.
- 5.10 Languages** – this will be taught as a discreet subject where possible and the skills of learning about another culture, understanding, using and responding to a foreign language and considering the experiences of other people will be covered.
- 5.11 P.E.** – this will be taught as a discreet subject by external providers and the skills of acquiring and developing techniques, selecting and applying techniques, tactics and compositional ideas, evaluating and improving performance and developing knowledge and understanding of fitness will be covered.
- 5.12 R.E.** – RE will be taught as a discreet subject using a 2 year cycle. Each topic is has a Big question which leads the children to develop and use skills of enquiry, analysis and evaluation related to key concepts of Christianity as well as other religions. This cycle is supported by the use of The Understanding Christianity Project (2016). Children will also experience RE based 'Learning Together Days' related to key celebrations and concepts from Christianity.
- 5.13 Breadth of Study** – will be covered linked to each subject of the National Curriculum, mainly achieved through cross curricular links and thematic planning. Breadth of each subject covered will not be limited to suggestions from the National Curriculum but will also focus on the interests and needs of children in each class and the links each school has to the local and wider

communities. Cross curricular links will be made where appropriate and relevant.

6 The role of governors

6.1 Our governors determine, support, monitor and review the school policy on teaching for learning as part of the School Self Review process. Governors are responsible for monitoring different areas of school performance on an annual cycle and named governors have responsibility for SEND, English, PE and RE, all other curriculum areas are monitored by the Standards Committee. In particular governors:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- review the requested training sessions attended by our staff.
- evaluate the impact of shared resources, staffing and specialisms across the federation.

7 The role of parents

7.1 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:

- sending information to parents at the start of the school year and each term in which we outline the topics that the children will be studying in school; this is in the form of a topic web and can be viewed on the Unity Federation website;
- providing a Parent's Evening and report in the Autumn Term, a report in the Spring Term and a Report and offered Parent's Evening in the Summer Term;
- reviewing progress and setting targets for pupils with SEND with parents regularly
- inviting parents to join in "learning events" and open days
- inviting parents to parent and child learning sessions
- holding termly Parent's Forums to discuss aspects of school life
- we welcome parents as parent helpers to support the children
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7.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. Our Home School Agreement confirms that we would like parents to:

- ensure that their child attends school everyday and notifies the school when they are going to be absent;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;

- We encourage parents to take an active role in each school, with their own dedicated notice boards and a section on the Unity Federation website.

8 Monitoring and review

8.1 We are aware of the need to review the school teaching for learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

8.2 We will review our policy during the Summer Term each year.

Signed:

Date:

Agreed by Governors:

Reviewed:

September 2010 -incorporated the proposed New Primary Curriculum

September 2011

September 2012 -becomes Teaching for Learning Policy
-incorporates the Draft National Curricular for English, Mathematics and Science

September 2013

September 2014

September 2015

September 2016

April 2017 Updated curriculum statements, planning, governor role

Appendix 1

Role of the Subject Leader 2017-18

Overall Aim

To raise achievement and champion your subject throughout the federation
To provide support, guidance and challenge for colleagues linked to your subject

Action Plan

- Audit subject requirements annually
- Write, implement and evaluate the impact of an annual action plan in line with Single Change Plan priorities (where appropriate) or an informal subject leader action plan.
- Keep Senior Leadership team informed of progress (report annually to governors)

Policy

- Develop a whole federation subject statement for the Teaching for Learning Policy
- Update the Teaching for Learning Policy subject statement in line with national guidelines

Curriculum & Medium Term Planning

- Offer support and advice to colleagues when planning for specific curriculum areas.
- Ensure effectiveness of provision for all learners

Assessment

- Check pupils' achievement in the subject and know percentage of pupils achieving below expected ARE, expected ARE and above expected ARE and progress made from given starting points
- Know standards achieved and next steps required across the school
- Develop a portfolio of work samples or use method appropriate to the subject

Monitoring

- Undertake a programme of regular subject monitoring which may include 1 or more of:
 - Lesson Observations
 - Book/work sampling
 - Talking to staff/pupils
 - Monitoring plans
 - Analysing data
 - Teacher/ pupils evaluations
 - Learning Walks
 - Display - visual evidence, photos/ICT
 - Pupil perception surveys/pupil shadowing
 - Resources - audit use and accessibility
 - Questionnaires (parents)
- Ensure subject is monitored by senior leadership team as part of 3 year programme of review
- Keep records of monitoring and act on whole school issues

Evaluation

- Determine the impact of all agreed actions and answer the ‘so what’ question
- Plan next steps and link to priorities in the school improvement development planning cycle or professional development for staff

Links and Events

- Use the wider community as a resource effectively
- Encourage of appropriate visits making sure all guidelines are followed and risk assessments completed
- Encourage visitors to contribute to the curriculum
- Involve Governors as partners
- Involve parents as partners
- Liaise effectively with feeder schools
- Liaise effectively with subject support networks within the academy trust (DNEAT) where appropriate

Cross Curricular Links

- Keep up to date with new developments and initiatives
- Make full use of ICT/Computing
- Attend relevant CPD

Subject Leaders should keep a file containing evidence of progress and areas for development in these ten areas. They should be able to contribute to the school improvement and development plan and clearly demonstrate how their subject is contributing to the key issues

Subject leaders will be able to contribute effectively to whole school development and provide evidence to support the school self-review process

Appendix 2

2017 – 2018 Roles and Responsibilities

Curriculum Area	Staff Responsible	Link Governor
Standards/Progress	Heads of School	Grant Harrison
Inclusion	Heads of School	Ruth Newcombe
Pupil Premium	Heads of School	Ruth Newcombe
SENCO	Heads of School / Overall – Lesley David	Ruth Newcombe
Forest school	Sally Hammond (HLTA)	David Spate Hannant
English	Stephanie Northen (Sculthorpe & Colkirk) Kate Alderton (Little Snoring & West Raynham)	Emma Williamson/ Maya Babic
Mathematics	Gillian Duthie (Sculthorpe & Colkirk) Laura Newark (Little Snoring)	Gill Yarham / Jean Johnson
Science	Vicki Lucking / Bekki Cowling & West Raynham)	Julie Mutton
Art	Victoria Langley	Standards Committee
Early Years	Victoria Langley / Ashleigh Jamieson	Standards Committee
Computing	Karen Philpott	Standards Committee
Design & Technology	Victoria Langley	Standards Committee
Geography	Lindsay Paton	Standards Committee
History	Lindsay Paton	Standards Committee
Languages	Gillian Duthie	Standards Committee
Music	Helen Johnson	Standards Committee
PE	Karen Philpott	Father Clive Wylie
PSHE & School Council	Heads of School	Gill Yarham
RE	Sarah Potter	Gill Yarham

