



## Teaching & Learning Policy

High quality Teaching and Learning at Damers First School is our core purpose and responsibility. We aim to enable every child to access all areas of learning and to achieve success.

### **VISION:**

At Damers First School we strive to nurture an inclusive community of respectful, collaborative learners who are encouraged to constantly achieve their very best. We empower all learners to make valuable contributions both locally and globally and to enjoy and benefit from a lifelong love of learning.

### **AIMS:**

- To provide a caring and safe environment in which to learn.
- To develop a school climate that celebrates diversity of race, gender, culture and ability.
- To demonstrate pride in our partnerships within our school and within the wider learning community.
- To nurture confident and independent individuals who value themselves, others and the world around them.
- To provide a range of opportunities to challenge, extend and enrich the learning and lives of our children.
- To nurture a love of learning through curiosity, talent and creativity – doing our best to be our very best.

### **VALUES:**

All of our aims are underpinned by our CORE VALUES. Our values are very important to us and direct our work every day. They enable us to ensure that we continuously do our best for each child and family in our school community. Our values arise out of what we believe to be important about people, about society and about learning and knowledge.

LOVE	HONESTY	RESPECT	KINDNESS
EQUALITY	COURAGE	PATIENCE	HUMILITY
REFLECTIVENESS	PERSEVERANCE	RESILIENCE	TRUST
RESOURCEFULNESS	RESPONSIBILITY	AMBITION	LOYALTY

## **CHILDREN LEARN BEST WHEN THE WHOLE TEAM WORKS AND COLLABORATES EFFECTIVELY**

Within our learning environment there will be evidence of:

- Relationships based on trust and confidentiality where we all look after each other
- A high degree of professional conduct
- Staff who are proud to work at Damers First School
- The impression of quality, that we are doing something really important
- Shared leadership and responsibilities, clear line management and opportunities for everyone
- Positive communication and interaction
- Enjoyment

Therefore we will:

- Recognise and value the different roles, responsibilities, talents and contributions of all members of the team
- Plan for effective communication between all adults
- Provide statutory and non-statutory information and guidelines to support all staff
- Plan, review and evaluate as a team
- Draw upon the expertise and talents of each other and recognise the contributions of all members of the team
- Listen to and value each other's opinions
- Offer each other positive, constructive support through coaching, mentoring and joint focussed planning and observation
- Appraise and identify individual performance needs
- Share our practice with colleagues within and outside our school
- Provide an exemplar of professional conduct
- Recognise Damers First School as a learning community for all

Implications for the whole school will be to:

- Ensure all adults and children are aware of the aims, values and expectations of the school
- Ensure the whole staff team is aware of all policies and decisions and that these are applied consistently
- Facilitate time for effective communication
- Provide appropriate time and resources for effective CPD to take place
- Facilitate coaching and mentoring for all staff
- Provide time and space for professional meetings
- Provide high quality induction for new staff
- Invest in staff wellbeing

## **CHILDREN LEARN BEST WHEN THEIR WORK IS WELL PLANNED AND PREPARED, WITH LEARNING WELL MATCHED TO THEIR ABILITIES, INTERESTS AND LEARNING STYLES**

Within our learning environment there will be evidence of:

- Quality first teaching with clear aims and objectives
- Children clear as to the expected outcomes and the 'Big Picture'
- Work planned well to match the abilities of all children
- High quality resources, including ICT
- Children actively engaged in learning, motivated, excited and on task
- Differentiated work and progress in books
- A range of strategies and teaching techniques and resources that provide for all types of learners
- All adults being used effectively, clear in their role and impacting greatly on children's learning

Therefore we will:

- Ensure the focus of our planning is to raise achievement
- Have clear learning intentions for all activities
- Ensure our planning shows clear differentiation and defines the role of all adults in the class
- Ensure our planning reflects the evaluation and assessment of previous learning
- Plan for a broad and balanced range of activities
- Provide opportunities for practice, revision, re-visiting, application and consolidation
- Structure and sequence learning intentions and activities
- Ensure all activities are designed to maximise learning
- Ensure planning shows a progression of skills
- Consider the individual needs, interests, abilities and learning styles of all children
- Have high expectations of all children and plan realistic challenges and goals
- Consider carefully those requiring additional support and plan relevant intervention programmes
- Ensure plans are accessible to all of our team

Implications for the whole school will be:

- An ever evolving curriculum that is continually evaluated and redesigned to ensure creative, innovative and inspirational learning experiences for all
- To develop our own action research methods to ensure we learn from our curriculum and incorporate principles of success
- To ensure skills are taught for continuity and progression
- To ensure that a programme is in place to monitor the quality of our curriculum and planning
- To continually review and develop all aspects of our planning
- To carry out an ongoing review of resources
- To facilitate effective budget management to ensure the availability of appropriate resources

## **CHILDREN LEARN BEST WHEN THEY CLEARLY UNDERSTAND THE PURPOSE, CONTEXT AND CONTENT OF WHAT THEY ARE LEARNING**

Within our learning environment there will be evidence of:

- Shared learning intentions and expectations
- Children having a clear understanding of what they are learning

- Independent learning and child initiated learning
- Active listening
- Well motivated and challenged children
- Children working together and supporting each other
- Outcomes that reflect objectives and expectations

Therefore we will:

- Be clear in our own understanding of the knowledge or skills to be taught
- Explain clearly the purpose of the task and how it links to previous and future learning
- Ensure that where appropriate the context for learning is linked to children's experiences and the real world
- Draw from a range of teaching techniques
- Ensure the chosen technique is fit for the purpose in terms of the task and the children
- Use a range of intervention strategies
- Use and elicit appropriate vocabulary
- Encourage children to take control of their learning and be open and clear about their understanding
- Explain, model and present concepts in alternative ways where there are misconceptions or there is a need for consolidation
- Be clear about our expectations, outcomes and deadlines
- Provide children with sufficient time for practical, hands on experience
- Encourage children to explain their own work, to teach others and talk about what they know
- Encourage children to ask questions, make predictions, elaborations and generalisations
- Allow children sufficient thinking time

Implications for the whole school will be:

- High quality model of CPD
- Opportunities for joint focussed planning and peer observation
- Opportunities for coaching and mentoring
- Time planned to evaluate and discuss our practice and share good practice
- Whole school approach to monitoring and evaluation through our termly planners and cycle of self-review

**CHILDREN LEARN BEST WHEN THEIR LEARNING IS EVALUATED AND ASSESSED AND THEY ARE CLEAR ABOUT WHAT THEY NEED TO DO TO MAKE PROGRESS AND IMPROVE**

Within our learning environment there will be evidence of:

- Children's work being continually assessed
- Planning reflecting previous assessments based on detailed knowledge of the children
- Work marked in accordance with our Marking & Feedback policy

- A learning dialogue between teacher and pupil
- Planned assessment opportunities
- Children redrafting work in conference with the teacher
- Children responding to each other's work
- Children having dedicated response and improvement time

Therefore we will:

- Continually assess using a range of strategies
- Ensure our marking and feedback provides clear guidance for the next steps in learning
- Have strong subject knowledge to be able to identify the next steps in learning
- Record and analyse all significant and relevant assessment data and use it to identify patterns in learning
- Develop children's ability to critically assess and review their own work and that of their peers
- Plan regular opportunities for focussed assessment
- Be clear that the purpose of assessment is to inform what we do and accelerate pupil progress

As a whole school we will:

- Ensure our assessment practice is useful and manageable through regular review
- Monitor our assessment practice to ensure continuity
- Plan regular moderation opportunities to ensure accuracy of judgements both within our own school and within our partnership of schools (DASP)
- Facilitate regular pupil progress and SEN reviews
- Provide high quality CPD

Our procedures are outlined in our whole school Assessment Policy and include:

- National statutory tasks and tests
- National non-statutory tasks and tests
- Marking and Feedback
- Teacher assessment
- Peer/self-assessment
- Attainment profiles for cohorts
- Class audits
- Early Excellence Baseline and Assessment Tool
- Early Years Foundation Stage 'Development Matters'
- SPTO tracking system

**CHILDREN LEARN BEST WHEN THEY ARE HAPPY AND SECURE IN SCHOOL, FEEL VALUED FOR THEIR EFFORTS AND THEIR INDIVIDUALITY**

Within our learning environment there will be evidence of:

- Children feeling valued and secure
- Children who are motivated to learn
- Teacher enthusiasm
- High self-esteem
- Children willing to take risks and learn from their mistakes within a culture of growth mindset

- A high degree of mutual respect between adults and children

Therefore we will:

- Provide positive, enthusiastic role models and be approachable, reassuring and supportive
- Value children as individuals
- Be consistent and fair
- Encourage, reward and praise
- Foster and maintain positive attitudes
- Be considerate of all individual needs, interests and abilities
- Balance high expectations with achievable targets
- Listen and respond to children's viewpoints and ensure Pupil Voice is an integral part of our school
- Be constructive and diagnostic in our comments
- Enable children to feel unafraid, to have a go and take risks and ask for help
- Establish and maintain clear guidelines, boundaries and expectations of behaviour
- Establish clear organisational routines and procedures
- Foster a sense of belonging to their class, school and community

Implications for the whole school will be to:

- To continually monitor children's wellbeing
- To carry out an annual survey of pupil, staff and parent voice and report on findings
- To regularly review the school Behaviour Policy and Anti-Bullying Policy
- To provide opportunities for children's achievements to be shared and celebrated
- To enable staff and children to work closely with our Inclusion Leader
- To provide a school based service offering social and emotional support
- To develop our Pupil Partnership and Leadership programme even further
- To continue our JIGSAW programme as a non-negotiable

## **CHILDREN LEARN BEST WHEN THEY ARE SUPPORTED BY THEIR PEERS AND WORK AS PART OF A LEARNING COMMUNITY**

Within our learning environment there will be evidence of:

- Children actively listening to one another and responding appropriately
- Children commenting constructively on other's contributions
- Children collaborating on projects
- Flexibility and diversity in the groupings of children
- Teachers learning alongside children
- Children as experts and teachers

Therefore we will:

- Develop children's listening skills
- Promote the idea that our class and school is a whole learning community where we all learn from each other
- Provide opportunities for children to work collaboratively in groups towards a common outcome, within their classes, key stages and strands
- Allow children to work as a whole class, large and small groups, pairs and individuals

- Expect children to work together in a range of groupings including ability, mixed-ability, gender, mixed gender, age, interest, friendship, social etc
- Provide opportunities for peer assessment and develop children's skills at providing constructive feedback

Implications for the whole school will be to:

- Support our aims and values through assemblies
- Ensure effective transfer of information between classes
- Provide high quality CPD including opportunities for teams to work together and develop our use of peer observation
- Ensure our creative learning and research projects involve us as a whole learning community

## **CHILDREN LEARN BEST WHEN THEIR LEARNING IS SUPPORTED AT HOME AND THERE IS STRONG COMMUNICATION BETWEEN HOME AND SCHOOL**

Within our learning environment there will be evidence of:

- Home Learning projects
- Strong relationships with parents and staff with informal conversations at the start and end of the day
- Parent volunteers being utilised to support activities and maximise learning
- Parent expertise enhancing and supporting our curriculum provision
- High quality written communication with parents
- Effective parent information sharing systems
- A friendly and welcoming reception
- An active and inclusive PTA

Therefore we will:

- Be welcoming and approachable to all our visitors
- Be available to exchange important pastoral information before and after school
- Be willing to make appointments at mutually convenient times
- Hold 'Meet and Greet' meetings in year groups at the beginning of every year to discuss expectations, routines and approaches to teaching and learning
- Hold open class meetings at the end of the school year to provide opportunities for parents and children to visit their new classroom and meet their new teacher
- Keep parents informed about the school through letters, newsletters, notice boards, website, blogs etc
- Inform parents of the intended learning and curriculum through newsletters and the school website
- Encourage parents to support children at home and extend their learning to the home environment through our Home Learning scheme and parent workshops
- Support parents with how they can best support their children in their learning
- Hold regular family events and celebrations
- Ensure parents are regularly made aware of their child's attainment and progress
- Provide opportunities for 1-1 consultation with parents
- Inform parents when there are particular concerns or reasons for celebration
- Listen to the interests, concerns and views of parents

- Encourage parents to inform the school of significant changes that may affect their child
- Welcome parent volunteers, encourage active parental support
- Invite parents and members of the community to events, celebrations and performances
- Support the work and activities of the PTA

Implications for the whole school will be to:

- Clearly communicate all teaching arrangements to parents, including student placements
- Ensure all parents are aware of the ways in which they can become involved in school
- Provide regular parent consultation evenings
- Provide regular correspondence in a range of forms
- Maintain a strong, effective website
- Establish a clear system for responding to the views and needs of our parents
- Develop our Parent Partnership programme to maximise the use and quality of volunteers with particular skills and expertise
- Designate a member of staff as Parent Support Adviser
- Provide workshops to support parents in key areas of learning
- Provide opportunities for family learning
- Carry out an annual parents' survey and respond to its findings
- Produce an effective method of reporting to parents
- Provide formal appointed opportunities to discuss children's progress and achievement

Agreed by staff and governors **October 2016**

To be reviewed **October 2019**