



Date Adopted: Spring 2022  
Date to be reviewed: Autumn 2022

## **Quadring Cowley and Brown's Primary School Teaching and Learning Policy**

*At Quadring Cowley & Brown's Primary School we strive  
'to nurture and inspire all children to be well-rounded, confident and  
resilient individuals who love learning and are ready for life beyond  
school.'*

*Article 3- The best interests of the child must be top priority in all actions regarding children.*

*Article 29- Children's education should develop each child's personality, talents and abilities to the full.*

## QCB Teaching and Learning Policy

At Quadring Cowley & Brown's Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things together every day. We believe that learning is a continuous journey where a person finds out and understands more than they knew before. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. 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.

### **Purpose of this Policy**

The purpose of this policy is to:

- Ensure Teaching and Learning is at the heart of all that we do
- Provide consistency of understanding and approach to teaching and learning throughout the School
- Provide a learning environment that is stimulating, interactive, celebratory, challenging and self-improving
- Provide an inclusive education for all children
- Enable teachers to teach as effectively as possible
- Enable children to learn as efficiently as possible
- Give children the skills they require to continue to be effective learners who relate new concepts to previous experiences

### **Expectations of teachers and children**

Teachers will:

- Know their pupils well
- Be facilitators for learning
- Create a safe, happy and stimulating classroom environment
- Create a blame-free culture where children are given opportunities to take risks
- Be well organised and prepared
- Provide planning which identifies appropriate steps in learning for all pupils. Plans should include Learning Objectives and outcomes, key questions and success criteria. They should show differentiated activities for groups (and individuals where necessary).
- Ensure that teaching and learning provides coherence and builds on prior learning.
- Provide activities that are fun and make cross curricular links
- Set challenging targets which are manageable and achievable
- Share with the children next steps in their learning
- Have good classroom management which promotes positive behaviour
- Be flexible and adapt their teaching to the learning needs of their pupils
- Encourage attitudes of respect, tolerance, fair play and empathy
- Plan for and encourage time for thinking and reflecting
- Encourage extended thinking
- Model expected skills for evaluating and reflecting
- Plan time for children to work in a variety of ways - individually, in pairs, in groups and whole class
- Plan for children to respond in a variety of ways - eg whiteboards, talk partners, conferencing, drama, hot seating etc

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- Provide a wide range of curriculum experiences and activities to ensure all children have equal opportunities to access all areas of the curriculum.
- Provide opportunities for children to produce quality, extended work
- Set appropriate homework which consolidates or extends learning and challenges thinking through a variety of activities.
- Follow the schools feedback and marking policy

### Children will:

- Be attentive and stay on task
- Listen and respond appropriately to adults and other learners
- Be prepared to answer and ask questions
- Be well behaved
- Display attitudes of respect, tolerance, fair play, perseverance and empathy
- Try hard and do their best
- Set themselves challenges and targets for improvement
- Take opportunities for trying new challenges
- Work well on their own, with a partner and in groups
- Develop skills of self evaluation in order to identify next steps in own learning
- Engage in self and peer assessment
- Understand the schools feedback and marking policy

### **At Quadring Primary School we believe that learning should:**

- be fun, rewarding, challenging and meaningful
- broaden and embed knowledge, understanding and experiences
- develop key skills
- nurture the development of a child's intellectual, aesthetic, spiritual, physical and emotional skills
- develop positive attitudes and behaviour
- lead to an ability to make informed choices and become more independent citizens
- promote self esteem
- value creativity within the curriculum

### **Teaching should take account of:**

- the fact that people learn in different ways
- the learning environment
- developing cross-curricular links
- having high expectations, appropriate pace and challenge and opportunities to reward and praise
- the importance of breaks and the body's need for water
- connecting children's learning
- setting clear objectives
- use of personal reflection time and effective talking in pairs and groups
- including children in setting realistic individual targets and appropriate challenges
- children with specific learning needs and high-achieving pupils
- opportunities for quiet, silent and reflective activities

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- opportunities for children to learn within different groupings eg. mixed ability, gender and ages

### **Teaching Methods should involve:**

- investigation and problem solving
- individual, paired, group and whole class activities
- asking, answering and developing questions
- use of available technology to support children's learning
- fieldwork, visits to places of educational interest and visitors to school
- debates, role play, oral presentations and 'drama' activities
- designing and making activities
- physical and challenging activities

### **Learning experiences should:**

- be stimulating and relevant so that children feel self motivated
- encourage children to take risks and grow in confidence and self-esteem
- enable the children to understand the reason for their study
- demonstrate pace to the children
- be clearly structured and all lessons should have a clear introduction, development, conclusion and plenary
- meet the needs of the learner

### **Planning and Assessment should be in line with the following:**

- use of agreed formats for Long, Medium and Short Term Planning
- Planning is informed by assessment and prior knowledge/learning
- Work is appropriately differentiated for the abilities of the children
- Expectations are high for all children
- Plans are determined by clear, relevant and appropriate learning objectives and outcomes and show clear progression of knowledge and skills.
- Children who are in need of additional support are planned for according to their needs.
- Children are set appropriate challenges and extension activities.
- Agreed school assessment procedures are adhered to
- Termly SEN support plans and EHCP plans are monitored and use for planning.

### **The Learning Environment should support the following:**

- Children are given opportunities to contribute to the learning environment, developing a sense of ownership and belonging
- Displays and working walls are stimulating, creative and inform current learning. They celebrate children's efforts, give information and foster further enquiry
- Displays provide a balance of accessible, interactive and informative resources.
- Display is varied and represents the broad range of the curriculum
- The learning environment is planned and organised purposefully
- There is a positive atmosphere and ethos within all learning areas in school. Children feel safe, secure, valued and calm
- Adults model and communicate quality behaviour, attitudes and standards and communicate effectively to facilitate teaching and learning

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- The learning environment is clean, tidy and comfortable
- Access to water and comfort breaks are provided at regular intervals

### **Lesson Structure should include where appropriate:**

- Targets, objectives and expectations are made clear to the children so that they know how to achieve success
- Learning is linked to previous and future work and its relevance is made explicit
- A range of individual, paired, group and whole class activities is used
- Staff model good practice
- A range of closed and open ended tasks and questioning methods is employed by the teacher
- Children are exposed to appropriate language and vocabulary
- Opportunities are provided for children to review, refine and reflect on work
- Children are given opportunities to link their learning to everyday life where appropriate
- Plenary sessions are related closely to the lesson objectives and may be used throughout the session where appropriate to take learning forward
- Plenary sessions involve questioning, discussion and verbalising the key learning points

### **Resources to support teaching and learning**

- Resources in school are appropriate to the needs of the children. They are accessible, adequately stored and labelled
- There are sufficient resources of a high quality to enable children to engage in all tasks
- All adults are involved in ensuring that resources enable effective learning and teaching to take place
- Resources are regularly checked by subject leaders and budgets are allocated accordingly
- Appropriate computing resources are available to ensure the effective use of computing across the curriculum

### **Behaviour for learning:**

It is important to remember that every lesson counts for every child and no time should be wasted due to behaviour.

Behaviour strategies will be used to support the learning for all children within the lesson and to ensure that pace is consistent.

Strategies may include;

No hands up - use of other tools for instance lollipop sticks with names on, beach ball (that you and the children pass to others, pre deciding who you will ask), round robin  
1,2,3 eyes on me (children repeat this back to you)

Silent stop signal, wait for all eyes to be on you

Clap a short pattern the children repeat

Silent movements of hands that the children copy

Focus on the children carrying out the actions that you have requested and give positive praise

The Positive Behaviour Management Policy should also be adhered to during all teaching and learning.

### **Feedback**

The marking of pupils' work and feedback to pupils about the quality of their work is a very important part of the learning process.

We believe that feedback, both written and verbal should be focused on the learning objectives and success criteria for that lesson, recognise achievements and give targets for improvement. It should be both manageable and achievable.

Feedback at our school can be either verbal or written; it may be given by the teacher, another adult who has been working with the children or by peers. In written forms, Green pen is used to highlight or explain positive/good aspects of learning whilst Orange pen is used to show areas to develop. Verbal feedback will be evidenced in books with the 'vf' initial, circled along with the staff members initial.

We actively promote and teach peer and self assessment. Children need to recognise their own strengths and weaknesses and be able to set themselves targets for improvement which are realistic and achievable, but which also set personal challenge.

The Feedback and Marking policy will be accessible and be owned by the staff and pupils in each classroom.

### **The role of Teaching assistants and additional adults**

#### **Teaching Assistants and additional adults should:**

- Have clear direction in how to support learning, what the expectations are, how best to support and why
- Be fully engaged with the children at all times during the lesson including live marking.
- Teachers should share planning in advance and where appropriate be involved
- Be involved in assessing pupil's understanding, recording observations and feeding assessments to the teacher.

### **The Role of Parents (Refer to Home-School Agreements)**

#### **To support effective teaching and learning, parents:**

- Attend twice-yearly parental consultation evenings to discuss progress and targets
- Support reading, spelling and multiplication work at home
- Read, sign and support the Home-School Agreement
- Support any homework / completion of work/research tasks
- Support the school in the encouragement of positive attitudes and behaviour to enhance to learning opportunities

### **The Role of Subject Leaders, Governors and Senior Leaders**

In order to encourage effective teaching and learning, subject leaders are involved in implementing and ensuring good practice within their subject. The Senior Management Team and Curriculum Governor Champion will ensure that effective teaching and learning takes place through robust monitoring.

The Governing Board, supported through the Curriculum Governor Champion will review practice via presentations or information given by Subject Leaders and the Senior Management Team.

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These inform of current practice, progress throughout the year and future development targets and priorities.