



## Teaching and Learning Policy

### Rationale

At Pennyhill Primary School we believe that:

- Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress.
- Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future.
- High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future.

### Aims

We aim to provide children with the opportunities needed to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning environment.
- Valuing each other and ourselves.
- Working in partnership with parents/carers.

### We believe that children learn best when:

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;



- Their learning is effectively differentiated;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

## Quality First Teaching

At Pennyhill Primary we recognise that Quality First Teaching is the key to success: enabling children to make progress. This involves:

- Planning is based on children's prior learning and current assessment information and ensures that activities are sufficiently differentiated to meet the needs of all learners;
- Assessment for Learning (AfL) strategies are used so that planning and learning journeys are adapted to meet the needs of all pupils;
- Planning is adapted to ensure that all children make progress within the lesson and over time;
- Learning is pitched at age related expectations (ARE). This is pitched higher for those working above ARE and differentiated for those working below;
- Insisting on high expectations of learning and social behaviours;
- Teaching children to make decisions about their own level of challenge for that lesson or series of lessons;
- Ensuring that effective direction, feedback and support is given in order that the children make good progress;
- Demonstrating secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Applying a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Developing and maintaining safe, secure and inspiring classroom and learning environments
- Demonstrating effective lesson organisation;



- Effectively assessing and monitoring children's progress in order that they can extend children's learning both within individual lessons and over time;
- Using resources effectively, including other adults, to support children's learning;
- Using technology, if appropriate, effectively in order to support children's learning;
- Developing the range of reading skills required to access all the curriculum effectively;
- Using questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Developing and sustaining good links and focussed communication with parents/carers in order to support the children's learning;

### The Mastery Approach to learning

The mastery learning model forms the basis of our approach to traditional teaching. This means spending greater time going into depth about a subject as opposed to racing through the things that all children should know. Previously, racing through content led to some children having large gaps in subject knowledge because the concept they had just learnt was either too big or learnt too quickly. As a primary school, it is our duty to ensure that children have a solid, concrete understanding of subject knowledge and skills as well as being emotionally resilient for secondary school.

At Pennyhill, we focus on all children achieving what is expected of their age group. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative to really understand it.

### Learning Choices (metals)

We use a metal system to show the level of learning for each activity:

GOLD – working at greater depth

SILVER – working at age related expectations

BRONZE – working below age related expectations

Children are not expected to work through each metal. They are taught to evaluate their own level of need and can progress through the metals as required for that particular lesson.

*For example – a pupil may choose silver metal, complete 3 or 4 questions accurately and then decide to challenge themselves with the gold activity.*

Teachers, or additional adults within the classroom, will support children in making the right choices of challenge.



## Classroom Environment

We aim to provide as immersive a learning experience as possible to engage pupils further in their learning. Displays will have explicit links to the curriculum. Where possible, they will include interactive displays, where pupils can pin-up notes. They should inspire learning and celebrate the achievement of all pupils.

The classroom environments should be both language rich and numerate rich and organised in a way that promotes and encourages independent and further learning opportunities.

Displays for English, Maths and Topic will be updated regularly and provide good quality support prompts/ methods and guides that the children can access easily.  
(See Classroom Environment Expectations sheet)

## Additional Adults within school

We have a number of additional adults who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching and learning; either through direct delivery or by enabling access for identified children
- Supporting identified children within the classroom
- Delivering intervention groups under the guidance of the teacher
- Carrying out assessments as specified by the teachers
- Preparing resources
- Supporting children with EHCPs or targets from PLPs (Pennyhill Learning Plans)
- To revisit, consolidate or go through previous learning to ensure gaps are closed and any misconceptions are addressed.

## Behaviour Management (Please refer to the school's Behaviour for Learning Policy)

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour for Learning Policy outlines procedures relating to expected behaviour both within the classroom and in the wider school environment and how this is celebrated.

## Assessment (please refer to the School's Assessment Policy)

Marking and feedback is done throughout the lesson to effectively support the child and ensure good progress is made. Assessments are used to inform future planning through same day interventions and daily planning.



## Inclusion

Inclusion is ensuring that we meet the diverse needs of all children in order to ensure the active participation and progress of all children in their learning.

- Successful inclusive provision at Pennyhill Primary is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.
- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with statements of SEND or an EHCP, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

## Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

**Teachers** will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- Implement in house training eg Professional Development Meetings (PDMs) or external training courses, in order to secure better outcomes for all pupils;
- provide clear information on school procedures and pupil progress;



- have a positive attitude to change and the development of their own expertise.

**Parents** are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- working with the school to encourage positive behaviour for learning;
- supporting the work of Special Education Needs and Disabilities (SEND) targets and becoming actively involved in the implementation of any support programme that has been put in place;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;

**Pupils** are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the Behaviour for Learning Policy;
- taking increased responsibility for their own learning.

**Policy written by: Mrs M Williams**

**Date of Policy – September 2017**