

Road Primary School



Learning & Teaching Policy

**ROADE PRIMARY SCHOOL
LEARNING & TEACHING POLICY**

Reviewed and agreed by Governors: April 2021
Next review April 2023
To be reviewed biennially

Intent

At Roade Primary School our vision is to create a primary school that encourages its children to ***Aim high, reach for the sky!*** We want to help each child become a caring, confident and curious young person who has a passion for learning and achieving.

We will do this by supporting, guiding and inspiring our children through excellent teaching practices.

By working with our families we will create an aspirational school community in which everyone is valued and successes are celebrated.

We all play our part in creating a community ethos:

Ethos:

'A supportive community developing confidence, independence and a love of learning.'



Play your part: We expect all members of the school community to:

- Respect others regardless of race, creed or gender
- Act considerately towards others
- Develop pride in themselves, their appearance, their work and their school
- Respect the rights of others and other people's property
- Respect each other as individuals but reject anti-social behaviour
- Take personal responsibility for their actions
- Listen to each other
- Help and care for one another
- Be honest, truthful and trustworthy

And we expect all stakeholders to support our values and aims:

Aims:

At Roade Primary School we aim:

- To provide a happy, safe and caring place to learn
- To promote excellence, enabling all children to achieve their potential
- To provide our pupils with rich, diverse and enjoyable learning experiences
- To promote and foster self-esteem, motivation and a lifelong love of learning
- To encourage the children to become responsible citizens and to have respect for all
- To work in close partnership with parents, carers and the wider community for the benefit of our children

Values:

At Roade Primary School we support our children to be:

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Resilient
Optimistic
Ambitious
Dedicated
Empathetic

Our School Expectations

- Staff have high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from children.
- We expect children to make rapid and sustained progress in lessons.
- We expect teachers to support children in developing independence.
- We expect teachers to systematically check understanding, intervening in a timely manner when needed.
- We expect children to be challenged.
- We expect teachers to regularly provide high quality marking and constructive feedback to children.
- We all play our part
- We make learning relevant and enjoyable for both pupils and staff

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Introduction

At Roade Primary School, we believe that learning should be a rewarding and enjoyable experience for everyone. Children are as enthusiastic as staff are about learning. 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. We provide an environment which is caring, safe, stimulating and colourful, one in which children feel motivated to learn. Staff keep up to date with new initiatives and provide challenging, fulfilling and relevant learning experiences through a variety of teaching methods.

Children are valued as unique individuals and each child's needs are met. Our curriculum, Based upon the National Curriculum is designed to extend learning beyond the academic and we aim to always promote high levels of enjoyment, confidence and self-worth, lay the foundations for lifelong learning and instil the core values necessary for children to become good citizens.

This policy should be read in conjunction with our policies on Assessment, Performance Management, Marking and Feedback on Learning, Behaviour, Equality, Presentation and the Home-School Agreement as well as school lesson observation and learning walks protocols.

Intent

At Roade Primary School we put into practice the principles of **Assessment for Learning, that is, through assessment and feedback practices, teachers know where each child is in their learning, where they need to go and plan how best to get them there.** In this way we ensure that we have appropriately high expectations and levels of challenge. We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

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We aim to:

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

Teachers make on-going assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our 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). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

Lessons are planned with clear learning objectives. We draw these objectives from the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching. (Further information on planning can be found in the Curriculum Policy.)

Implementation

Effective Teaching

At Roade Primary School we embrace a pedagogy of 'Personalised Learning'; an approach which expects all children to reach or exceed national expectations, to fulfil their early promise and develop latent potential.

High expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs.

There is an expectation of participation, fulfilment and success; and teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress.

There are clear plans to support those who are struggling to maintain trajectory. The teacher's priority is to support children so that they can keep up with the pace of learning and make good rates of progress.

At Roade Primary School we have high expectations of all pupils and may differentiate tasks to ensure that progress is achieved for children of all differing abilities-the effective teaching practices at Roade Primary School see teachers expecting everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning at the expected year group standard.

1. What is Roade Primary Effective Teaching?

A. Quality first teaching

- Highly focused lesson design with sharp objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue and collaboration;
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise to motivate children.

B. Target setting

- Individual children's progress tracked using target tracker throughout the school;
- Strengths and weaknesses identified supporting planning and intervention
- Data collected on a regular basis and shared with staff (and children where appropriate);
- Children have regular opportunities to discuss their progress. Teachers involve children in setting and reviewing their progress towards their targets;
- Teaching and interventions are adjusted in the light of progress children make;
- Parents and carers are regularly updated on their child's progress;
- Processes run across the whole school to ensure consistency and are regularly evaluated by SLT to ensure that the needs of all children are being met.

C. Focussed assessment

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- The whole school use Target Tracker effectively, staff regularly manage the progress on TT using the statements and steps;
- Day to day, Periodic and Transitional assessments used effectively;
- Assessment for Learning (AfL) evident across the school – learning objectives, learning outcomes, success criteria, self and peer evaluation

D. Intervention

- Individuals and groups who are not making sufficient progress are identified;
- Provision for intervention is mapped according to need –on provision map;
- Detailed individual education plans (IEPs) are put into place;
- Learners are enabled to perform beyond the norms expected for their year group where appropriate;

- Interventions are evaluated and relevant adjustments are made;
- Pupil Progress meetings are embedded to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

E. Learning environment

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and ICT developed to allow children to work independently and successfully;
- Make effective use of other spaces – 'outdoor willow classroom', ICT suite, hall space, dance/music studio, MUGA;
- Displays to be a mixture of celebration of children's work, supportive resources and information.

F. Curriculum organisation

- The curriculum is designed to cater for the needs and interests of a full range of learners including:
 - Gifted and talented*
 - Learners with learning difficulties, including those with speech, language and communication needs*
 - Learners who are learning English as an additional language*
 - Boys and girls*
 - Children who are in care*
 - Learners with social, emotional and behavioural difficulties*
- Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives.

G. Extended curriculum

- The school offers a full range of 'out of hours' activities and clubs which enhance and extend the basic curriculum;
- We ensure access for all;
- Parents and carers, as well as the wider community, are involved in extended provision;
- Access to other services is provided or arranged, including health and social services.

H. Supporting children's wider needs

- The school maintains close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children;
- Employ two trained "Emotional Literacy Support Assistants" working throughout the school to support those pupils with social and emotional needs beyond that can be effectively managed by the class teacher and TA in a classroom setting.

2. Effective Learning

We acknowledge that people learn in different ways and across the whole school recognise the need to develop pedagogies which enable all children to learn in ways which suit them.

We offer ways for children to learn in different ways including:

- investigation and problem solving;
- open ended tasks;
- reasoning;
- research and finding out, with independent access to a range of resources;
- group work, paired work and independent work;
- effective questioning (often employing Blooms taxonomy and higher order thinking skills);
- presentation and drama;
- use of ICT;
- visitors and educational visits;
- creative activities, designing and making;
- use of multimedia, visual or aural stimulus;
- participation in physical or athletic activity-with specialist sports coaching;
- homework;
- extra-curricular clubs and activities.

Research tells us a lot about how to maximise learning. We know that people learn in many different ways, and respond best to different types of teaching and learning approaches, we therefore deliver teaching in different ways to address the needs of all our learners. We ensure the best possible **environment for learning** by developing a positive ethos in which pupils feel safe and feel they belong, are confident contributing, where they enjoy being challenged, where they enjoy learning, and know that they will succeed because they know the challenge will have been set at the right level.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn. All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:

- the teaching should build on previous learning
- it should give pupils the 'big picture' of the lesson
- the teacher should explain the learning objectives, and why the lesson is important
- the lesson should be presented in a range of styles
- it should allow opportunities for the pupils to build up their own understanding through various activities
- it should allow opportunities for the children to review what has been learnt
- it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies
- the teaching should indicate what the next step in the learning will be

We are committed to meeting the needs of all learners through effective 'Wave 1' **quality first teaching**. We have high expectations for all children and know that all children want to succeed. We plan lessons to enable all children to make progress. Generally, in lessons we apply this simple structure:

1. Provide children with the big picture - connect the learning

(i) Begin every lesson by making sure that the present learning experience can be situated between what has already been covered and what is to come - show them that achieving the objectives in this lesson is part of a learning journey.

(ii) Provide an overview of the lesson, a summary of what is to come – engage children with the exciting task ahead and explain that this will make a difference to them personally. Provide an initial exposure to key ideas and terminology.

2. Describe the outcomes

Engage children with the **learning objectives**. Describe *simply* and *exactly* what we want the children to be able to do by the end of the lesson; communicate expectation of success and personal excitement about what they can achieve – what it will look and feel like - and why it is important; encourage the children to think in terms of achieving a successful and given outcome – give children ownership: identify and teach them to be able to describe the outcomes – **success criteria** - in detail to themselves and to others. Make a note of outcomes/success criteria on the board

3. Give input

Give input in a range of styles: modelling, demonstration etc.

Questioning to assess, **questioning** to move thinking forward, open ended questioning to encourage active learning, thinking, decision making, speculation, collaborative learning.

This must be done in a multi-sensory approach to support all types of learning.

We ask lots of **higher order questions** to drive learning forward. We give children opportunities to think about and **rehearse** what they will be doing in the independent work before they do it so that children talk through their thinking and visualise themselves doing it. We give clear instructions for tasks and opportunities for questions to check all children understand.

Throughout, we emphasise the **personal and social skills** e.g. teamwork, speaking and listening, independence etc that will be important to being successful

4. Activate understanding ⇒ challenging activities that allow children to build up their own understanding

Going deeper into the learning: we plan with progression, differentiated activities that meet the learning objectives and enable them to practice and apply their understanding, explore and achieve success criteria through independent work. We give children choices of activities or approaches open to them. Collaborative activities: children work together to achieve the outcomes.

5. Ask children to demonstrate understanding

Provide frequent opportunities for children to show their understanding and to test that understanding – moments of reflection - planned opportunities for regular review during lessons (mini-plenaries) to gather evidence of the learning progress and address any misconceptions.

6. Review learning to ensure recall and retention

The plenary is an important planned part of the lesson to review progress. How far did we get towards our objectives? Prepare children for the plenary so that they know what is expected and why. Use wipeboards, postits, give the children a quick 'test' etc to assess progress against success criteria.

⇒ review lesson outcomes, provide feedback, celebrating success and reviewing learning strategies;

⇒ outline next steps in learning

Get the children to self assess. Sum up and demonstrate to the children what progress they have made towards the outcomes – use the success criteria on the board as a checklist. Acknowledge if not all have made progress and explain what next steps will be to ensure **all** children will have learnt what they need to know. Set the scene for the next exciting lesson!

3. Reading, Phonics and Roade English Hub

In 2018 Roade Primary School was made a DfE English Hub. The hub schools were chosen through a competitive process - all 34 have a background of excellent phonics teaching and are distributed to benefit the areas that need it most. Roade English Hub identified specialist literacy teachers who get additional training to act as experts in teaching in early language and reading from reception year to Key Stage 1. Roade English hub will work with up to 170 local primary schools and will build a network of excellent phonics teaching in every region.

Each English Hub is a partnership, led locally by a lead school or college-in this case Roade Primary School. We have identified strategic partners, who help plan and evaluate the hub's work, and operational partners, who help carry out our hub's work. So, the hub is not just Roade Primary School– instead it is more like a reading and early literacy leadership network involving schools, colleges and other organisations with literacy education expertise from across the area.

Roade English hub promotes a love of reading and support schools across the country by providing excellent phonics and early language teaching.

Literacy specialists within our hub provide tailored support to schools. This includes:

- running events to showcase excellent practice in teaching reading
- working with local schools to develop their practice

The core purpose of Roade English Hub is to help schools and colleges lead improvement in phonics and early reading education in England.

The school (and Hub) is seen as a regional expert in phonics and early reading. There are consistently high standards in PSC phonics screening scores and outcomes across EYFS and

KS1/2. Throughout the provision practitioners encourage best practice in systematic synthetic phonics teaching from school-based early year's provision to the end of Key Stage 1, and as the primary reading strategy throughout the school.

This includes encouraging rigour, pace and fidelity to a single systematic synthetic phonics programme, Read Write Inc. Ensuring the RWInc scheme is effectively supported through the use of fully decodable books and effectively using assessment to maintain pace and challenge at the children's level.

Consistency and repetition, fidelity to the scheme is used to ensure that the new words are committed to the children's orthographic store and long term memory. Throughout the school there is a drive for promoting a love of reading: encouraging reading for enjoyment including whole school/class reading approaches, reading to children at least once a day and encouraging reading at home, developing teachers' knowledge of appropriate children's literature and raising the profile of books and reading across the school.

We have critical leaders for reading and literacy across the school.

Our Assistant Head Teacher is our 'Reading Lead' and KS1 lead.

The reading lead's role is to:

- (a) To co-ordinate and manage the arrangements for Read Write Inc. across the school.
- (b) To provide model lessons for RWI and cover as is necessary
- (c) To conduct and supervise the completion of pre and post assessments for children
- (d) To co-ordinate and manage the training of staff in Read Write Inc.
- (e) To manage and lead the assessment of all Read Write Inc. children
- (f) To liaise with the headteacher and Literacy Co-ordinator regularly regarding Read Write Inc. and Literacy lessons
- (g) To provide coaching and mentoring for staff
- (h) To attend Read, Write, Inc training as necessary

At Roade the Reading Lead is also the SENCo and this enables some very tight management of the additional requirements some of our students may require. In addition the Reading Lead will:

- (a) Co-ordinate school-wide reading intervention and literacy programs in Foundation Stage, Key Stage 1 and Key Stage 2 where needed
- (b) Lead regularly scheduled staff INSET regarding reading instruction and early literacy skills
- (c) Assess and screen children's reading needs and appropriate intervention strategies
- (d) Work with staff and parents to facilitate parent and child interactive literacy activities
- (e) Consult with parents and teachers to recommend at-home strategies to improve reading skills
- (f) Monitor assessments to determine student reading levels and advise relevant intervention strategies
- (g) Ensure one to one interventions for students who are having reading difficulties are having the desired impact.
- (h) Work as part of the Senior Leadership Team to ensure that phonics and early reading development is given a high priority across the school.

Literacy Co-ordinator. This is crucial for the whole school development of literacy and we have found great benefits in separating the two aspects of 'Reading Lead' and 'Literacy Co-ordinator' in making an enormous job more manageable.

On top of the usual Literacy Co-ordinator job description this role includes:

- (a) To ensure children are provided with high quality and engaging reading areas in class and throughout the school
- (b) To register and liaise with the local library service to borrow books and to keep abreast of local initiatives in the library service
- (c) To encourage pupils to enjoy reading
- (d) To invite local authors to visit the school to discuss their writing and publications with pupils
- (e) To promote a love of learning through book days, book weeks and other initiatives
- (f) To lead Literacy across all phases and to be an advocate for literacy across the school.
- (g) To lead and manage the school in the highest professional standards of literacy
- (h) To review school policies and codes of practice
- (i) To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for all learners
- (j) To facilitate and encourage learning experiences in literacy across the school which provide learners with the opportunity to achieve their potential and to contribute to raising standards of attainment.

Both roles are pivotal to the development of literacy, phonics and early reading and it is crucial that they are given the time in their timetables to achieve the given roles. It is vital that they work together and sing from the same hymn sheet. Both roles are an important part of our school Senior Leadership Team and have impact across the school.

4. Planning

Target Tracker:

Target Tracker is used to plan from and to assess with. The statements are used as medium and long term planning and staff ensure that that plan effective lessons and themes that meet the skills being taught.

Short term planning

Subject leaders have the autonomy to select a lesson-planning format appropriate for their subject area, and teachers to adapt this, but short term planning will include the following:

- **clarity on how learning builds across a series of lessons ('unit'), taking into account pupils' previous learning outcomes and learning outcomes of lessons within the unit (AFL)**
- **clear learning objectives** (what children will learn) **and success criteria** (what children are able to do to demonstrate their learning)
- **differentiated learning outcomes** (WT, ARE, GD)
- **key resources including use of ICT**
- **key vocabulary and key questions**

- **groupings** and **support** to facilitate differentiation or to vary strategies for learning and pace.
- **main activities** including modelling, thinking skills, questioning and facilitating VAK learners
- **plenary and assessment for learning** opportunities

The success of lessons is evaluated in terms of learning outcomes for all pupils: children should know more at the end of a lesson than they did at the beginning. Evaluation of pupils' progress then feeds into the planning of subsequent lessons. Generic short term lesson-planning formats are used for literacy and numeracy.

Medium Term Planning and Schemes of Work

The staff have collaboratively produced the **curriculum intent statement**. This guides our school as to how we are to approach each subject and reference to the National Curriculum standards.

Medium term planning and schemes of work identify which parts of the curriculum, including the National Curriculum, must be taught to each year group and class. Subject leaders and teachers divide up the curriculum so we know exactly what to plan to teach to ensure continuity and progression. Coverage is monitored throughout the school in accordance with the curriculum intent statement.

Our schemes of work provide clear guidelines about what should be learned and set out clear learning outcomes by which progress can be assessed. Our schemes of work are clear, detailed, but not over prescriptive, so that each teacher's short term planning is a creative interpretation of the scheme of work. Our effective schemes of work mean that:

- teachers are able to get out of the scheme of work exactly what they have to teach in the subject
- we plan effectively for the time available
- content is linked to the National Curriculum programmes of study
- content is divided into clear learning objectives, success criteria and activities
- we plan a range of teaching approaches and appropriate resources
- we have a clear structure which can be easily modified and changed
- we ensure that children progress through each subject, each section building on previous learning
- balance, continuity and progression are secured and measurable.

Subject leaders have the autonomy to select a format but medium term plans should include the following:

- | | |
|---------------------------------------|--|
| • Unit name and topic | • Resources including use of ICT |
| • Number of lessons/hours involved | • National Curriculum References |
| • Key objectives and success criteria | • Indication of differentiation strategies |
| • Teaching activities or pupil tasks | |

- Vocabulary / Key words
- Assessment opportunities

Long Term Planning and Curriculum Maps

Our long term planning and curriculum mapping ensure that our teaching programmes have breadth and balance of knowledge, skills and understanding over the course of each year and as children move through the school.

Impact

5. Assessment: Assessment of Learning, and Assessment for Learning

Expectations for Pupils' Progress

Our aim at Roade Primary School is that all children, at their level and taking account of individual needs and circumstances, make at least good progress. Progress is monitored over time from the pupil's starting points using the quality of progress in books, summative assessments from formal assessments and formative assessments from the ongoing classroom observations and work done in class. Children are working to the nationally agreed standards or Age Related Expectations in all areas of the curriculum. Some pupils will be working to a Greater Depth and some will be Working Towards those agreed national standards.

Assessment of Learning:

- ongoing and regular focused assessments in reading, writing and maths: termly summaries of children's progress
- use of QCA (Qualifications and Curriculum Authority) or standardised tests to check that pupils' progress is on track
- summer optional QCA for years 3, 4 and 5
- year 6 SATs

Assessment for Learning

- day-to-day assessment strategies we use in the classroom:
 - **1. Engaging children in the learning process** - with the **learning objective** and **success criteria**
 - **2. Questioning that teases out and reveals understanding** to assess children's starting points, in order to be able to adapt learning and teaching activities appropriately to meet children's needs and **questioning that pushes thinking on**
 - **3. Observing** - Watching children and listening to their discussions, making brief notes, to assess learning as it is happening
 - **4. Discussing** - holding discussions with children to assess understandings or diagnose reasons for any misunderstanding or misconceptions and resolve difficulties within the lesson

- **5. Analysing work** - marking and assessing work *with* children and without to identify any common errors or misconceptions, and to guide the children on how they can improve and progress
- **6 Checking children's understanding** - conduct brief recall 'tests'/planned or spontaneous questions to assess immediately children's knowledge and understanding

To monitor the progress of all pupils, we ensure the following take place:

- regular pupil progress meetings (three times annually) to discuss progress and barriers to learning
- ongoing records of assessment such as collection of written work, photos, recordings of music etc (particularly in the Foundation Stage) and ongoing annotation of short-term planning
- marking and giving of feedback
- pupils' assessment of their own learning
- opportunities for pupils to peer mark
- the embedding of clear learning objectives and success criteria in the teaching and learning process to support teachers' and pupils' assessment of progress

6. Intervention Groups and Strategies

Intervention groups and strategies to underpin and support the above include:

- Wave 2 intervention programmes: Small group interventions such (as Springboard – for pupils with low attainment in numeracy, Read Write Inc fast track support for WT phonics and early reading. Read Write Inc Fresh start in KS2 where needed)
- Wave 3 /1:1 support and small group work for specific learning, behaviour or physical needs and individual programmes of support supervised by external agencies where appropriate

7. Pupils with Special Educational Needs

Roade Primary school is committed to meeting the needs of all learners including children with Special Educational Needs, and children with SEN have IEP's (Individual Education Plans) for learning, behaviour or emotional needs. As part of our ongoing monitoring, evaluation and tracking of pupil progress scrutiny is given to the progress of children with SEN (see SEN policy).

8. The School Learning Environment

We believe that a stimulating, exciting classroom environment sets the climate for learning, impacts on learning and promotes independence. Display is used to support teaching and learning, value achievement and demonstrate how the subject relates to the real world. It is our policy that:

- we change displays for the foundation subjects at the end of each unit of work, so 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
- in order to make the learning processes explicit and support learning and teaching, we make use of **working displays/learning walls** for Literacy and Mathematics and where appropriate, other curriculum subjects
- Foundation Stage and KS1 classrooms have role-play areas.
- positive statements are displayed around the school

It is our policy in the classroom that:

- the environment is safe and stimulating: there are no infringements of Health and Safety rules
- children and staff arrive promptly and the organisation of seating supports optimum learning
- the classroom is tidy at the start and end of every lesson, including the teacher's work area
- paired and group working provide children with opportunities to develop interpersonal skills and the chance to work with different people
- lessons operate using the school positive behaviour management policy
- homework is relevant and appropriate and set in good time, assistance being given to those who need it
- the teacher and pupils generate enthusiasm and imagination to make learning engaging
- the teaching and learning experience should always be positive
- the teacher and LSA work collaboratively so that the LSA makes a significant contribution to learning

9. Behaviour

All pupils should behave well in order to achieve their best. All staff apply the positive behaviour management procedures detailed in our whole-school behaviour policy (please refer to policy). Praise and positive reinforcement is used to maximum effect to reward and encourage pupils in their learning. All staff apply a consistent clear system of rewards and consequences to support high standards of behaviour (see Behaviour policy).

10. Bullying

- Refer to policy
- This school does not accept bullying in any form and understands that children cannot learn well if they are in fear of others
- All staff will respond to those pupils who express concern about bullying
- A clear system exists to deal with bullying and prevent it from spoiling a pupil's chance of progress

11. Monitoring and evaluation of learning and teaching

At Roade Primary School we are constantly trying to improve standards and are committed to the school improvement cycle (Please see monitoring and evaluation policy). To enable this to happen, we monitor and evaluate the implementation of this policy through regular **lesson observations, planning scrutiny, work scrutiny, pupil interviews, pupil progress meetings,**

learning walks and **data analysis**. The **purposes** of monitoring & evaluating learning and teaching are to:

- ensure that all children are making good progress
- provide teachers and LSAs with professional feedback demonstrating strengths and areas for improvement of their provision over time in order that they can develop and maintain high standards
- make judgements on the effectiveness of learning and teaching in specific areas in order to identify ways to develop further
- identify any training and development needed to support improvements in teaching or learning
- Account for the effectiveness of teaching and learning to Governors, the LA and other relevant bodies

Making improvements in the quality of learning and teaching in the school are part of our school improvement cycle. This is driven by:

- our **School Improvement Plan** which details objectives, success criteria, actions and implementations, timescales, resources and responsibilities
- the **performance management process** (see policy). All staff have pupil progress, learning and teaching and leadership and management targets which are reviewed three times a year.
- Progress towards the targets for each class, subject and year group will be analysed at the end of each term by class teachers/subject leaders/the Headteacher and reported to the governing body.
- National data will be analysed by the Headteacher and, where appropriate, the subject leaders, and evaluated with the support of the governing body in the autumn term

12. Roles and responsibilities of the pupils, staff, Headteacher, Governors and Parents and Carers

The **Headteacher** will:

- lead the school's vision on teaching and learning, using the School Improvement Plan as a key vehicle
- ensure that there is a there is a coherent strategy for the effective management of performance data
- ensure that staff receive appropriate training and professional development

All teachers will:

- reflect on each lesson to evaluate the teaching and learning which takes place
- Strive to improve their practice as educators by taking appropriate advice, engage in relevant training, including observing the practice of colleagues
- encourage pupils to assess their own progress towards their targets, and help them to understand what they have to do to improve
- reflect on the quality of provision for pupils, the standards of achievement and programmes of study, and feedback to subject leaders

- consider and pursue appropriate professional development opportunities
- report the progress of pupils to parents formally each year and informally every two terms
- fully involve support staff wherever possible

Subject Leaders, in addition to the above, will:

- lead the school's vision for their subject area(s)
- carry out key actions to monitor and evaluate standards and to provide feedback to members of staff
- through e.g. learning walks, evaluate the standard and quality of teaching and learning across the school
- formulate a relevant action plan based on findings to ensure necessary improvements are made
- share good practice across the school
- work with SENCo to monitor and evaluate the work of LSA staff

Pupils are expected to:

- Participate in reviewing and evaluating their own performance in lessons and take part in peer-assessment activities

The **Governing Body** will:

- Work with the Headteacher to monitor on an ongoing basis the effective implementation of this policy
- 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 this policy and the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, learning walks, the Headteacher's reports to governors, and a review of the in-service training sessions attended by staff.

Parents and Carers

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

- by sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by sending parents leaflets and information on a range of topics such as written methods used in maths, grammar terms used in school etc.;

- by explaining to parents and carers 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 and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:

- 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

13. Equal Opportunities

In accordance with the schools Equal Opportunities Policy all children at Roade Primary School will be given full access to the National Curriculum. Staff will endeavour to help children to reach their full potential irrespective of race, gender, age or ability

14. 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.