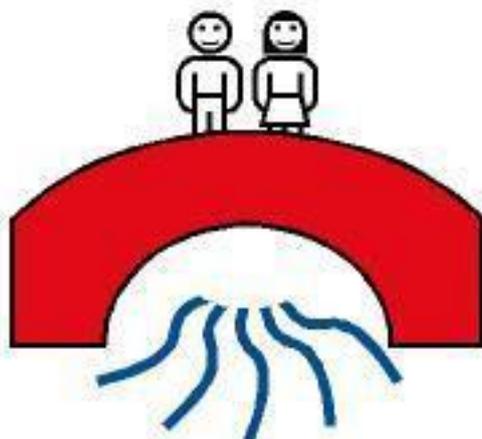


# Loddon Primary School



Learning and Teaching Policy

Author: Senior Leadership Team

Committee responsible: Curriculum Committee

Date of last review: November 2016

Date of next review: November 2018

Authorised on 21st November 2016

\_\_\_\_\_ (signature)

Sarah Phillips

Headteacher

\_\_\_\_\_ (signature)

John Brady

Committee Chair

## **‘Working together to realise the potential in everyone.’**

### **Mission Statement**

We never underestimate the central importance of a quality education and set high expectations for all our staff and pupils.

We see it as our core purpose to ensure that the highest standards of teaching and learning are central to all we do.

This policy has been written to ensure that children at Loddon Primary School experience a consistent approach to quality teaching throughout the school in order to maximise learning potential and to achieve the best of outcomes for all pupils.

### **Statement of Belief**

We believe children learn best when they are provided with high levels of challenge within a secure and safe environment. We wish for our children to be inspired by their time with us and to develop the life-long skills they need to achieve individual success as well as to contribute positively to their community.

We follow the National Curriculum and Early Years Foundation Stage Framework as set out by the Department for Education. We believe in delivering this content through an Integrated Approach which links areas of knowledge together to support pupil understanding. On occasion we will teach specific knowledge in subject based units where teaching staff feel this to be more appropriate in order to achieve quality teaching.

We also believe that children learn best when there are strong links between school and home and the importance of parents’ involvement in their child’s learning is recognised and valued. Children are equally important partners in their own education. Therefore we value strategies that support the development of independent learning skills and encourage children to be involved in the planning, delivery and assessment of their learning.

### **School Aims**

- Be a thriving school with a family ethos, where all will flourish with pride, belonging and contentment.
- Give each child the skills and values that will enable them to be successful in the modern world.
- Ensure that the highest standard of learning and teaching are central to everything we do.

### **Specific Teaching and Learning Aims**

- That all pupils, including those with a disability, those who have special educational needs, those for whom the pupil premium provides support and the most able, make rapid and sustained progress.

- For our Values Education to show through everything that is said and done in school by all members of our school community contributing to our learning and enhancing our curriculum.
- Every child to have the experience of independent learning in order to become an independent learner.
- Every child to have an individualised learning journey.
- To secure the creation of a positive climate for learning so that pupils are interested and engaged in their studies.
- To proactively seek opportunities to work with our cluster schools, local secondary schools and other community partners to enhance learning for our pupils and to prepare them for the next phase in their education.
- To value the pupil voice and empower our children to take ownership of their own learning so that they are engaged and motivated during their time at our school.

### **Effective Teaching and Learning**

The most important role of teaching is to promote learning and to raise pupils' achievement. It is also important in promoting spiritual, moral, social and cultural development. Teaching is understood to include teachers' planning and the setting of appropriate homework as well as marking, assessment and feedback. It encompasses activities within and outside the classroom, including additional support and intervention.

Teachers at Loddon Primary School are expected to:

- Have consistently high expectations of all pupils.
- Plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Differentiate the curriculum so that teaching strategies match individual pupil needs accurately.
- Systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and in doing so have notable impact on the quality of learning.
- Provide consistently high quality marking and constructive feedback to ensure that pupils make rapid gains.
- Assess pupils' learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage.
- Use assessment evidence to agree learning targets and differentiated support for individual pupils.
- Ensure that pupils know how well they have done and what they need to do to improve.
- Use Assessment for Learning approaches to support individual learners as active partners in their learning and in order to set future learning goals.

- Provide quality resources and first-hand experiences to motivate and inspire pupils.

### **Monitoring and Evaluation**

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

Subject leaders take responsibility for structuring learning and teaching in their subject across the school; they ensure that teaching is of a high standard. This involves various activities such as discussions with teachers or pupils, shared teaching, monitoring books and/or planning, and informal observations. They will also check that long and medium term plans are providing the coherence, progression, continuity and depth necessary to result in outstanding learning.

All subject leaders write detailed action plans which form part of the School Development Plan. These action plans focus primarily upon raising standards within their subjects and are written in line with whole school Key Issues.

Senior Leaders will monitor the quality and impact of teachers' planning if it is deemed necessary in light of other monitoring and evaluation evidence.

More formal observations are carried out by the Headteacher and Senior Leaders on a regular basis to support Performance Management systems and to collect evidence for the evaluation of teaching and learning against this policy.

This policy will be reviewed every 2 years by the school governors.