



Pudsey Primrose Hill Primary School

Teaching and Learning Policy

Ethos for Learning: *'At Pudsey Primrose Hill, we aim to provide all pupils with a creative, exciting and intellectually challenging curriculum through which they can develop independence; thinking skills; self-confidence; resilience and experience the joy of learning and discovery.'*

Aims

At Pudsey Primrose Hill, we want all learners to:

- Achieve their full potential;
- Become life-long learners;
- Be enthusiastic;
- Develop creativity and imagination;
- Be resourceful;
- Develop independence;
- Work collaboratively;
- Be tolerant of others and become good citizens;
- Be able to initiate their own learning;
- Use the skills of peer learning and peer support;
- Develop inquisitive and enquiring minds;
- Take risks, make mistakes and overcome difficulties;
- Contribute to the learning ethos within the whole school;
- Be able to identify their next steps;
- Develop healthy attitudes to life and make informed choices.

Effective Learning

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account these different learning styles when planning our teaching and learning and as a result we offer opportunities for children to learning in different ways. These include:

- Investigation and problem solving;
- Whole class work;
- Responding to a variety of media;
- Researching and finding out;
- Questioning;
- Debates, role plays and oral presentations;
- Group work;
- Use of a range of IT equipment and skills;
- Designing and making things;
- Paired work;
- Learning outdoors;
- Visits to places of educational interest, including residential experiences, physical activity;
- Independent work;
- Creative activities;
- Reflecting on what has been learned.

We encourage children to take responsibility for their own learning and to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

- We involve pupils in setting ‘next step’ learning targets and actively involve them in tracking their own progress towards their targets;
- We use quality marking of key pieces of work to ensure all pupils are aware of how well they are doing, when they have succeeded and how to further improve;
- Time is built in to lessons for pupils to act upon advice given in marking, to review and improve their work.

A range of self and peer assessments as well as planned summative assessment by teachers are used at the end of lessons/topics to review key learning and to assess the level of understanding so that the teacher can plan further learning for children as appropriate.

Effective Teaching

At Pudsey Primrose Hill there is a caring and co-operative learning environment in which expectations are high. Pupils are supported to progress to their fullest potential and develop good self-esteem. Staff endeavour to establish good working relationships with all pupils in an atmosphere of mutual kindness and respect.

We believe children learn effectively when the teacher provides:

- An atmosphere where children are prepared to take risks, experience setbacks and overcome difficulties;
- Lessons where children's previous learning and interests are built upon and opportunities to purposefully apply knowledge and skills to different situations;
- Shared learning objectives (learning challenges) which are understood by all pupils;
- Innovative and creative teaching;
- Regular opportunities for pupils to discuss, review and reflect on their learning;
- Clear expectations of what pupils should achieve by the end of the session;
- Appropriate pace to the lesson;
- Opportunities for children to work collaboratively, in groups and pairs, and independently;
- Thinking time before answering questions;
- Open-ended, thought provoking, challenging questions;
- Opportunities to develop understanding through active, first-hand and practical experiences;
- Lessons which involve individual and collaborative talk, exploration questioning prediction and investigation, so that the lesson makes a difference;
- Constructive and developmental feedback about pupil's learning;
- Support for the learning of pupils with different abilities;
- A planned programme of educational visits to reinforce and stimulate learning;
- A stimulating learning environment;
- Excellent subject knowledge and subject pedagogy;
- Clear next steps in their pupil's learning, equality of opportunity.

All teachers strive to establish positive working relationships with children in school. We treat all children fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management.

We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We insist on good behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in the school Behaviour Policy.

Assistant Teachers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups undertaking a variety of learning and PSED activities. Assistant Teachers are also fully involved in the delivery of intervention programmes for areas such as: Phonics; Reading, Maths, Writing as well as a range of interventions aimed at developing social and emotional skills, friendships and resilience.

Making Good Progress

We base our teaching on our knowledge of the curriculum, the age related expectations for each year group and pupils' levels of attainment. Our prime focus is to further develop pupils' knowledge, skills and understanding.

- We strive to ensure that all tasks set are accessible to children and provide resources and support to enable all pupils to succeed and make progress;

- We have high expectations of all children and believe that everyone should be included in the full range of educational opportunities and that these should be of the highest possible standard;
- Our lesson plans contain information about the activities to be set the resources needed, and the way we will assess the children's work. We evaluate lessons so that we can modify and improve our teaching in the future;
- Assessment for Learning is used to identify starting points, learning gains, areas for development and targets for improvement;
- Marking is used by teachers to indicate where a pupil has succeeded against the learning objectives or earlier targets and ways in which the children can continue to improve;
- Improvement time is a key feature of marking, feedback and improvement and is allocated so that teachers can support pupils to address any misconceptions in their learning;
- Next step learning targets are set for all children as appropriate and are shared with children and their parents;
- End of year aspirational attainments targets are set for children at the start of each academic year and we formally monitor progress towards these targets at the end of each term during pupil progress meetings;
- We review the progress of each children again at the end of the academic year and this review feeds into the target setting process for the following academic year.

Adults as Learners

All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. As a school we do all we can to support teachers in developing their skills so that they can continually improve their practice.

- There is a comprehensive CPD schedule of professional development meetings planned as a result of school self-evaluation and monitoring activities;
- We have regular performance management meetings to set, review and discuss targets;
- We provide opportunities for peer observations linked to the SDIP and staff CPD priorities;
- Paired planning and teaching is used as a way of improving teaching and learning and developing professional dialogue about how we can continually improve classroom practice in order to better meet the learning needs of all our pupils;
- We use a 'classroom enquiry' model to continue to develop a learning centred approach to teaching. This involves trialling new approaches, evaluating their effectiveness and reviewing our approach as appropriate;
- Time is set aside for teachers to develop and refine Quality First Teaching Action Plans (QFTAPs) following any paired planning and teaching and/or monitoring and evaluation of the schools work.

Leadership and Management

The Senior Leadership Team are responsible for ensuring that there is a clear, shared vision and direction that is focused on school improvement and ensure that:

- The School Development Improvement Plan (SDIP) leads to effective action in terms of teaching and learning;
- Funding is effectively used to support school improvement and to sustain areas of good practice;
- Performance Management objectives and CPD reflect the priorities from the SDIP and any needs identified from monitoring;
- Rigorous monitoring activities are planned on an annual cycle which inform school self-evaluation.

The Role of Governors

Our Governors determine, support, monitor and review the school policies on teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by agreeing to allocate resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school self- evaluation processes. These include reports from subject leaders and the termly Headteacher's report to governors as well as a review of CPD for staff.

The Role of Parents

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

- Informal 'meet the teacher' and curriculum information evenings during which information is given regarding topics that the children will be studying during that year; visits; visitors to enhance the quality of teaching and learning. ;
- Sending a weekly newsletter to all parents via email, and publishing this weekly on the school website;
- Holding parent/ teacher/ pupil consultation evenings during which next step learning targets for all pupils are set;
- Sending regular information to parents in which we explain how they can support their children e.g with homework;
- Creating opportunities for parents to work and learn alongside their child e.g: workshops; Focus Weeks; etc;
- Information evenings and sessions for parents, e.g Reading workshops, Maths Roadshows, 'Preparing for SATs' sessions etc.

We believe that parents have a responsibility to support their children and the school in implementing school policies. We would like parents to:

- Do their best to keep their child healthy and fit to attend school;
- Ensure their child has the best attendance record possible;
- Ensure their child is equipped for school with the correct uniform/PE kit etc;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- Promote a positive attitude towards school and learning in general.

References

Further information about teaching and learning in specific subjects can be found in the policy document for that subject.

A range of other policies provide specific and additional information on teaching and learning. These include:

- Assessment Policy;
- Marking and Feedback Policy;
- SEN Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- Governor visits to school guidance;
- Guidance for the Governing Body.

Monitoring and Review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of changes in the school context, new initiatives, changes in the National Curriculum, developments in technology, or changes to the physical environment of the school. We review our policy regularly and update and amend as appropriate.



**This Teaching and Learning Policy was adopted by Pudsey Primrose Hill
Primary School on 31/01/2018**

Chair of Governors – Mr G Gibson		
Signature:		
Frequency of review:	3 years	
To be reviewed and approved by:	PPHPS Full Board	
Date of next review:	June 2024	

REVIEW RECORD

Date of review	Reason for review	Date of next review
22/06/2021	Agreed review schedule	June 2024

Name:		Signature:	
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on behalf of PPHPS Full Board

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