



## Lythe CEVC School

*Our vision is to provide the highest quality of education for all in a nurturing, creative, Christian environment, where children are empowered to combine academic excellence with a passion for learning about the world.*

### Teaching and Learning Policy

Document Status			
<b>Date of Next Review</b>	November 2018	<b>Responsibility</b>	<i>Head Teacher Lisa Armstrong</i>
<b>Success Criteria for review completion</b>	Adopted by FGB	<b>Responsibility</b>	<i>Chairs of Governors Sarah Arnold Jo Stonehouse</i>
<b>Date of Policy Creation</b> November 2015	<b>Adapted school written model</b>	<b>Responsibility</b>	
<b>Date of Policy Adoption by Governing Body</b> 22 <sup>nd</sup> November 2017		<b>Signed Lisa Armstrong</b>	
<b>Method of Communication (e.g Website, Noticeboard, etc)</b> Website			

#### 1. Introduction

This document is a statement of the aims, principles and strategies for teaching and learning at Lythe CEVC School. It lays the foundations for the whole curriculum, both formal and informal, and puts into practice our Vision Statement, which states that *“children are empowered to combine academic excellence with a passion for learning about the world.”*

## 2. What is Teaching and Learning?

Teaching and learning is the main purpose of our school.

It is the method through which we offer a curriculum which is broad and balanced and meets the requirements of the Education Reform Act relating to the National Curriculum, Religious Education and the Act of Collective Worship.

## 3. Aims

Our aims for Teaching and Learning are (from our Vision Statement):

- Children love and value learning and build on their own successes to be the best they can be.
- Staff are inspirational and are committed to excellent teaching and making outstanding progress.
- Children, staff, parents and carers work together to promote the highest academic and personal standards and attitudes.
- Children are motivated and enthused by a broad, balanced, creative, inclusive curriculum which values the arts, sport and outdoor learning and makes full use of all opportunities in and out of school.
- Children develop their own reasoned set of attitudes, beliefs and values to prepare them for the future roles in life.
- Children’s experiences prepare them to tackle the future with confidence, resilience, ambition and broad horizons.

**TEACHERS** work towards the school’s aims by:-

- providing a challenging and stimulating environment, programme of study and lessons designed to enable all children to reach the highest standards.
- recognising, and being constantly aware of, the needs and vulnerabilities of each individual child.
- Rigorously and constantly carrying out formative and summative assessment so that learning is progressive and continuous and based on a sound knowledge of children’s starting points
- Giving excellent feedback that praises and encourages as well as challenges, and which ensures that pupils make rapid progress.
  
- being good role models - punctual, well prepared and well organised; demonstrating a love of learning in and out of school.
- maintaining an up to date knowledge of the National Curriculum and other educational issues.
- having a positive attitude to change and the development of their own expertise.
- establishing links with the local community to help pupils come to an understanding of their responsibilities to people other than themselves.
- working collaboratively with a shared philosophy and commonality of practice.

**PARENTS** work toward the school’s aims by:-

- ensuring that children attend school regularly, punctually and ready to learn.
- providing support for the discipline within the school and for the teacher’s role.

- being realistic about their children`s abilities and offering encouragement and praise.
- ensuring early contact with school to discuss matters which affect a child`s happiness, progress and behaviour.
- giving due importance to homework, hearing reading and assisting in any work sent home.
- allowing their children to take increasing responsibility as they progress through school.

## **5. Strategies for Teaching and Learning**

Our curriculum is organised on a rolling programme of topics/themes with subjects being taught separately as and where necessary.

Emphasis is placed on outdoor learning. The school grounds are an extension to the classroom. The local environment is regularly visited to enhance learning opportunities.

There is no predominant mode of working - group work, individual and class based teaching being used where appropriate.

Groups are usually of mixed ability although matched ability grouping may be used where appropriate, in particular in mathematics.

Relevant discussion and silent work are both encouraged so that children will see the need for both in their approach to work.

Teachers cater for different learning styles. During the school day they aim for balance and variety of learning opportunities: still/active, outdoors/indoors, independent/co-operative group work.

Each class has a teaching assistant for at least part of the week. Their role is of vital importance in the classroom and involves supporting groups or individuals to achieve their potential.

Volunteer helpers assist in the classroom, on outings and visits and in providing other help such as providing contact with industry and commerce, local places of interest and fund raising.

Secondary School and FE/HE students on work experience are welcome into school. Volunteers follow the school Volunteer Policy & Agreement.

COMMERCIALY AVAILABLE SCHEMES OF WORK are used where appropriate to support the teaching of mathematics and English.

PUPILS WITH SPECIAL NEEDS receive extra support in the classroom from classroom assistants when appropriate. In some cases they are withdrawn from class and work with the Special Needs Co-ordinator or other outreach support teachers e.g. Speech Therapists.

THE EMPHASIS OF OUR TEACHING AND LEARNING POLICY is on first hand experience and we encourage children increasingly to take control of their own learning by:-

- encouraging investigative work and building questioning skills.
- encouraging pupils to communicate their findings in a variety of ways, including the use of ICT.

- providing opportunities for pupils to become involved in decision making, often through Circle Time activities.

EXCELLENCE IS CELEBRATED in display, performance and Celebration Assemblies:-

- each child is given the opportunity to have work of a high standard displayed at some time in the school year.
- sustained effort including drafting and re-drafting is encouraged to enhance standards.
- school events such as concerts and drama are seen as opportunities for all pupils to show their own best performance.
- pupils are encouraged to believe that any exhibited work should represent their highest and best standards of personal achievement.
- each pupil is given the opportunity to receive praise for non-academic achievement.

## 6. Strategies for ensuring Progression and Continuity

PLANNING - All teachers are involved in drawing up a rolling cycle of topics carefully balanced to cover the new National Curriculum, using the Chris Quigley Essentials curriculum to ensure good coverage, good progression and to give an equal weight to all subjects.

RE is taught using the North Yorkshire Agreed Syllabus. PHSE follows the PHSE Association scheme of work for all year groups.

Annual, half-termly and weekly/lesson plans are drawn up by individual class teachers for each half term and are monitored by the Headteacher.

SUBJECT CO-ORDINATORS have a variety of roles. They:-

- take the lead in developing policies & schemes of work planned to ensure a high level of standards and progress, and ensure continuity throughout school.
- support colleagues in the development of detailed work plans, the implementation of schemes of work, assessment & recording.
- monitor progress in their subjects and advise the Headteacher on any action needed.
- are given time release, subject to budget and time constraints, to allow them to support colleagues are expected to keep up to date through reading and courses.

FEEDBACK TO PUPILS about their own progress is achieved by the marking of, and discussion about, their work.

Effective marking follows the **Marking & Feedback Policy**.

CROSS PHASE CONTINUITY is encouraged by:-

- liaison with parents before children enter Nursery
- good information sharing between teachers when children move to the next class, including use of data
- liaison meetings between teachers of Y6 pupils and those from the secondary schools.
- visits to receiving secondary schools by Y6 pupils.
- transfer of summative assessment results and pupils records of progress.

## **7. Strategies for Recording and Reporting**

RECORDS OF PROGRESS kept for each child are:-

- up-dated regularly by class teachers. The Chris Quigley Depth of Learning tracker is updated termly; the Key Indicators are updated regularly and frequently as teachers make assessment judgements during the term. Teachers keep their own records of test results and both DoL teacher assessment and test results are used to make a judgement about a child's attainment and progress. These are used to update Pupil Progress record sheets, which are reported to the Curriculum & Standards Committee.
- examined by class teachers each half term, including at the beginning of each academic year as they prepare for a new class.
- retained throughout the child's time at the school and passed to the receiving school when the child leaves.

REPORTING TO PARENTS is done both formally and informally and there are two annual written reports. Parents are made aware that they may meet their child's teacher by appointment at any other time to discuss particular concerns.

FORMAL SUMMATIVE ASSESSMENT is carried out at the end of the National Curriculum Key Stage 1 through the use new tests without levels and teacher assessment. At the end of Key Stage 2 Year 6 pupils will be assessed using new tests without levels and given a scaled, standardised score. This procedure is moderated by the LA.

On completion of this activity:-

- results of individual pupil's assessments are made available to the parents concerned.
- the overall statistical profile (but not individual results) is made available to parents of children in Key Stage 1, Governors, the Local Authority and the Department for Education. (National Government)

## **8. Strategies for the use of resources**

CLASSROOM RESOURCES are the responsibility of classroom teachers who ensure that:-

- there is a range of appropriate, accessible and labelled resources available, from which pupils can select materials suitable to the task in hand.
- all children know where resources are kept and the rules about their access and use.
- all children know what they must not touch for safety/privacy.
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate.
- children and teachers act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

CENTRAL RESOURCES are generally the responsibility of subject co-ordinators, who subject to SDP and financial constraints have a small budget available. Stationery is ordered and stored centrally.

TIME is a resource that we value. To maximise its use:-

- ensure the children's time is tightly organised by the class teachers.

- as children progress through school they are encouraged to take greater control of their own learning - including the use of time.
- time wasting is reduced by ensuring that tasks are made specific and clearly defined.
- all children engage in useful activities immediately upon entry to the classroom and know what to do between the end of an activity and the end of a session.

INFORMATION TECHNOLOGY is a major resource that is used across the whole curriculum. Interactive whiteboards are the central teaching tool in every classroom. Children use computers, laptops and tablets in every area of learning. Each child has a folder on the network where they can save and access their work. The Internet is used widely to support the children's learning.

CENTRAL RESOURCE BOOKS, fiction and non-fiction are a valuable resource. It is the responsibility of the class teacher using them to ensure they are returned to their correct place in good order.

HEALTH AND SAFETY issues are the responsibility of all who work in the school. It is incumbent on each member of staff to familiarise him/herself with the Health and Safety policy and associated issues.