



Teaching and Learning Policy 2018

At Trefonen School RESPECT is our core value. Mutual respect and good behaviour is the expectation of all adults and children at all times.

1. Our Vision

At Trefonen Primary School we aim to provide a caring and nurturing environment which fosters a love of learning in all our pupils and provides them with the skills needed to learn and discover, enabling them to become life-long learners. We help our pupils to become **confident individuals** and **successful learners** who can work collaboratively and communicate effectively. Through responsive and reflective teaching we deliver a curriculum which is engaging, relevant, challenging and fun.

Our pupils develop independence, resilience, perseverance and self-reflection; which encourages them to be openly aware of their strengths and areas for development. We promote British values and aim for our pupils to become **responsible citizens** who make a positive contribution to society and show respect towards all others. It is our overarching aim for everyone at Trefonen Primary to be the best that they can be at all times.

2. Effective Teaching and Learning

As a school we follow the principles of developing a Growth Mindset. Challenge is embraced and persistence and effort are recognised. **We are inspired by the success of others** and learn to be **'critical friends'** so that we can provide others with effective feedback and also respond to that feedback when it is given to us.

Our principles of effective teaching are developed through our knowledge of what makes good learning and we continue to access new research on the principles of learning. We pride ourselves at Trefonen School on our supportive yet aspirational atmosphere where positive relationships and a culture of mutual respect and kindness are embedded.

Our teaching is always tailored to best suit the needs of our pupils and encompasses a wide variety of aspects in order to ensure continuous effective learning, these include:

- Secure subject knowledge from the adults
- An atmosphere which encourages learning through the promotion of risk taking and making it 'safe to fail'
- High expectations for all pupils which are accessible through different levels of challenge
- A clear focus for where the learning is going, which is understood by the pupils
- Learning which builds on previous knowledge and understanding with opportunities for pupils to respond to previous learning misconceptions where appropriate
- A variety of AfL, strategies to ensure teaching is continually adapted to suit the needs of all children and the rate at which they are progressing and thinking

- Sharing success criteria, so that pupils always know what they are trying to achieve and how they know if they have got there (e.g. WALT & WILF)
- Enthusiasm and passion for the subjects conveyed through teaching
- Innovative and creative approaches to how learning takes place
- Thoughtful and open ended questioning, used well by adults and children to encourage further/deeper thinking and provoke discussion
- Opportunities for immediate feedback, peer assessment, self-assessment/evaluation and reflection
- Pupil seating / grouping is flexible and based on the needs of the task, children's learning depends on the challenge level they are working at for that particular session based on prior learning and/or baseline tasks. Any groupings are fluid and aim to enable 'catch up' in relation to particular objectives or aspects
- A range of 'active learning' strategies in place which maximise children's involvement in their learning and encourage them to take responsibility for their own learning, fostering independence
- Learning taking place either collaboratively (in pairs or groups) or individually depending on the suitability of the task
- Self-led learning e.g. pupils are given opportunities to choose their own level of challenge
- Equality of opportunity for all learners

3. Learning Environment

Classrooms are attractive and engaging with clearly defined areas and easily accessible resources, allowing pupils to independently access what they need to further their learning. Learning walls represent what the pupils are currently learning and contain information which is the pupils can use to inspire and aid them. Tidy and organised classrooms ensure pupils' learning can be maximised and sets a good example.

4. Marking and Feedback:

Continuous AfL takes place throughout teaching, providing children with specific and timely feedback on how to improve and develop in order to further their learning. The teacher, along with any other adults in the room, will have a continual overview of where the pupils are in their learning and will act to address any misconceptions that arise in a timely and effective manner, continually ensuring that the pupils' learning is maximised

Feedback, both written and verbal, recognises effort, identifies success / errors or misconceptions and provides specific detail on possible improvements. Direct 'actions' may be given for the child to complete which demonstrates if the point for improvement has been understood and can be carried out

For more detail refer to our School's Assessment Policy and Marking Guidelines

5. Our Creative Curriculum

A key aspect of the teaching and learning at Trefonen School is our integration of the principles of Growing Minds with a creative curriculum programme that meets the needs and interests of our learners. This underpins our effective teaching. Our creative and imaginative curriculum builds on pupils' interests and curiosities, creating an atmosphere of enthusiasm and excitement, whilst allowing pupils to develop their individual skills, knowledge and understanding.

The key drivers for our topics may be science, history or geography, however other subjects are encompassed within these. Our aim is to create a coherent curriculum through appropriate subject linkage, however we also ensure that subject linkage is never forced and makes sense. This means that there may be occasions where some specific subject topics may be delivered more discretely, for example through additional mini-topics, or one off activities.

Topics and key questions for investigation are flexible and fluid. This enables us to respond to the specific needs and interests of any specific cohort. Pupils are involved in identifying key questions to investigate or problems to solve, resulting in a richer and more 'real' experience, that is more easily adapted to pupils own thinking and interests.

Each topic begins with an activity designed to excite and engage the pupils. This usually involves engaging the pupils in helping to identify / develop / investigate a key question or problem and plan the activities that may help them to resolve the issue or problem. This may also include planning a specific 'final outcome' activity. Wherever possible activities are rooted in real experience. This approach helps our pupils to understand why they are engaging in the activities and enables them to drive their own learning. As a result of this high impact engagement from pupils is generated; this results in more positive outcomes, both academic and pastoral..

Good use is made of school visits and visitors to increase pupil engagement, for example: to help to identify the problem/issue for investigation; to generate enthusiasm and ideas that may help to lead towards a solution to the key question; or to showcase an ideal resolution.

6. Monitoring and Development of Teaching and Learning:

Teaching and learning is monitored through a variety of different ways, these include:

- Pupil focus groups (including book scrutiny along-side pupils (at our school we do not engage in cold book scrutiny)
- Known class observations
- Peer Coaching / Lesson Studies / Action Research activities
- Unannounced 'drop in' observations
- Unannounced 'Learning Walks' – these take place regularly so that a picture of 'everyday' teaching and learning is gained.
- Termly data analysis
- Through performance management. teachers are provided with specific feedback.
- Through post-monitoring feedback at staff meetings, teachers are provided with summaries of best practice.

- The outcomes of all monitoring activities are reviewed by the school's Leadership Team, including the identification of areas for further development and examples of best practise for further dissemination. These outcomes drive our School Development Plan.

The Role of Governors:

Teaching and learning is monitored and supported by governors through:

- Adopting and reviewing the school policy on teaching and learning
- Monitoring the effectiveness of teaching and learning through link governor focus visits, which include: classroom observation, pupil focus groups, analysis of pupil attainment
- End of year subject based 'Curriculum Reports'.
- Carrying out learning walks with members of SLT and being taken through observation procedures of lessons
- Ensuring the school premises and resources are best used to support successful teaching and learning

The Role of Parents:

In order to support their child's learning we believe it is important that parents:

- Have a positive attitude towards school and learning, supporting and working with school
- Make sure their child has the best attendance record possible
- Support children in the completion of home learning, including reading and times table practice
- Make sure their child is equipped for school, e.g. with correct uniform and P.E. kit
- Attend parent consultation meetings
- Support the school's expectations with regards to behaviour and attitude
- Subscribe to the school's Teaching and Learning Contract (currently under review)

Appendix:

Teaching and Learning Contract (currently under review)

Other Relevant Policies include:

Assessment Policy and Marking Guidelines

Staff Code of Conduct

Date policy agreed:

Review Date: January 2021