



Teaching & Learning Policy

*'At the **forefront of education**, our vision is to provide opportunity and excellence in all branches of learning. By creating a flagship school that is a '**Centre of Excellence**' in scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered. At Langney Primary School our vision is to uphold the balance between **EXCELLENCE** (standards) and the **ENJOYMENT** of learning (Vision Statement April 2014).*

Review Date	Policy Reviewer And Title	Approval Date	Approved By:	Chair Printed Name
22.02.18	Marion Banner Assistant Headteacher	28.02.18	FGB	Jane McCarthy-Penman

Frequency of Review	Governing Body To Determine
Model Policy	n/a
School Website Publication	01.03.18
Staff Publication	01.03.18
Parent Publication	n/a

Aims

Langney Primary School aims to provide the highest standard of education to enable all children to develop academically, emotionally and socially.

Langney Primary School seeks to create a caring and quality learning environment by:

- promotion of values and emotional intelligence through our day to day actions and explicit teaching;
- promoting self -esteem by encouraging pupils to value and respect themselves and others;
- provision of a safe, happy and stimulating environment in which to learn;
- provide an engaging, broad and balanced curriculum;
- planning incorporates both challenge and support in and beyond the classroom;
- promoting a growth mindset, encouraging children to take risks and learn through making mistakes;
- providing consistent and continuous quality first teaching.
- having high expectations of learning behaviours.
- promoting critical thinking skills and self- reflection.
- working in partnership with parents, governors and the community.

What Learning Looks Like At Langney.

Learning Behaviour

- ✓ Children are actively engaged and encouraged to lead their own learning.
- ✓ Children and adults demonstrate mutual respect and positivity.
- ✓ Children take pride in their work and how they present it.
- ✓ Children are able to say what they are learning (WALT)).
- ✓ Children are aware of the learning outcome and the steps to success for each lesson.
- ✓ Children are encouraged to take risks and develop a growth mindset.
- ✓ Children are rewarded for effort and resilience when they are faced with a challenge.
- ✓ As confidence builds and concepts are mastered children are able to apply their learning independently.
- ✓ Questions encourage critical thinking skills and metacognitive thinking.
- ✓ Children initiate questions, lead discussions and respond to questions from the teacher and each other.
- ✓ Children assess each other's work and feedback their observations.
- ✓ Children reflect on their learning through self/ peer evaluation, what they did well and next steps (even better if) .
- ✓ Children respond in purple pen to verbal and written dialogue (Live feedback/ SIRS- Success,Improvement, Response)) with their teacher to move their learning on.
- ✓ Once learning is embedded children apply what they have learnt to different contexts.
- ✓ Children also take up opportunities to learn through a wealth of extra-curricular activities on offer before, during and after school.
- ✓ Pupil voice is evident.

Langney Learning Environment

- ✓ The classrooms are attractive, well -resourced and organised.
- ✓ Displays effectively support, inspire and celebrate learning.
- ✓ Children are taught to take responsibility for the equipment in their classrooms.
- ✓ They are expected to tidy up and look after property.

- ✓ Resources appropriate to the task, including technological ones, are used to support and scaffold, ensuring all children can access the learning and make progress.
- ✓ Talk partners are changed weekly.
- ✓ Seating is flexible often of mixed ability or based on daily in-school formative assessment.
- ✓ On planning it states where adults in the class will be deployed through all phases of the lesson.
- ✓ Adults are assigned to work with individuals and small groups.

The Curriculum at Langney

The Primary National Curriculum 2014-is firmly embedded across the school and is the basis of all teaching and learning and used to quality assure all other school documents.

The Langney Curriculum is designed to engage the children's interest and is bespoke to our school.

Each year groups' curriculum map is based on quality core texts and exciting cross - curricular topics that inspire. This is reviewed and revised annually.

Planning has sharp objectives, based on pupils' prior knowledge.

Planning is informed by formative and summative assessment and sequential steps in learning linked to evaluation of pupil's current understanding.

Teaching at Langney.

Teacher's have a secure subject knowledge of the curriculum that they teach and are supported in planning by quality published schemes of work in Science, Maths, R.E, PSHE.as well as ongoing Continuing Professional Development.

Langney also has specialist teachers in Computing, Spanish ,P.E.and cooking.

In Computing, Maths and English our Subject Leaders are Lead Practitioners and coach other teachers across our School Alliance.

Non-negotiables for each subject have been written by Subject leaders stating how each subject should be taught and have been embedded into classroom practice. These are regularly revisited with staff.

Stretch and Fix has been adopted as an approach in Mathematics in years 2-6.

In this way expected outcomes are achieved by further input (fix) after assembly and other pupils extended through greater depth challenges.

Collaborative learning is consistently implemented through talk partners, dialogue strategies, effective question tactics using Blooms Taxonomy, hands down approach, preview questions, thinking time.

Teachers know their children well.

Pupils who have English as an Additional Language, Pupil Premium, Special Educational Needs and Disabilities and More Able children are known to the class teacher. The books are colour coded accordingly and so are the class questioning sticks.

Questioning is differentiated to ensure the right level of challenge.

When marking a book away from class the PP / SEND pupils are marked first.

Learning is scaffolded by support from equipment and/or resources to help the pupils access the learning, including technologically generated resources such as Communicate in Print, and Clicker, to support SEND children and low ability readers. Also where appropriate adult support. It is our aim to promote greater independence and resilience.

All Smartboard slides are on buff backgrounds and where required coloured acetate slides are provided for children with dyslexia. Reasonable adjustments are made and outside agency advice is sought and implemented if required.

TFW (talk for writing) is a commonly used teaching approach to support all writing but in addition to this WALTs and key vocabulary is often conveyed through actions.

For certain children who are working below their age they follow a personalised curriculum with learning objectives taken from a different year group based on prior assessment.

In the Classroom we would expect to see:

- ✓ Lessons that are creative, purposeful and contextual.
- ✓ WALT/ STS (we are learning to / steps to success) are shared and referred to throughout the lesson.
- ✓ Pace that enhances the learning and maintains positive engagement.
- ✓ Dialogic talk
- ✓ High level questioning
- ✓ Reflective Time Outs are used to move the learning on.
- ✓ Use of high quality resources/ texts.
- ✓ Teacher modelling
- ✓ Achievement and effort consistently recognised and rewarded.
- ✓ High expectations of behaviour and attitude to learning.
- ✓ Verbal feedback.
- ✓ Visual timer and given deadlines.
- ✓ Time for the children to reflect on their learning and identifying their next steps

Teachers are instrumental in their own Professional Development; actively taking part in CPD sessions within school and elsewhere.

Teaching and learning is monitored by the Senior Leadership Team , Phase Leaders, NQT Mentors, subject leaders by timetable, planning, work scrutiny and lesson observations. Verbal and written feedback is given to individuals and at times generic feedback to staff in Professional Development Meetings.

Best practice is shared through a variety of channels e.g. Subject Leader led PDM's ,Phase Leader meetings , lesson observations and SWIVL.

The National Teaching Standards are used for both monitoring and appraisal purposes. Teacher's evaluate themselves against these standards for self- appraisal.

Standards Tracker is an online system used by Langney to analyse the percentage of teaching standards met and teaching over time judgements met based on the triangulation of evidence gathered.

Assessment

Prior learning and on-going formative assessments inform the teacher of where the children are in their learning and the next steps.

Bespoke and progressive end of year expectations have been developed which teachers use to assess if pupils are working at expected end of year standards.

Tracking for pupil progress is rigorous.

Teachers enter their teacher assessments onto O'Track against end of year expectations.

Data captures points are three times a year and Pupil Progress Meetings follow this. If necessary interventions are put in place to address barriers to learning and strategies identified to narrow gaps.

In addition to internal data GL Assessment external testing measures each cohort's year on year progress.