



Deanwood Primary School

Teaching & Learning Policy

Policy Scope: Deanwood Primary School

Responsibility: Local Governing Body

Review Frequency: 2 years

Review Date: October 2024

The Governing Body of Deanwood Primary School adopted this policy in November 2020.

Signed by D Giles, Chair of Governors

A handwritten signature in black ink, appearing to read "D Giles", is written over a horizontal line.

At Deanwood we aim for all teaching to be of the highest quality in order to promote effective learning. As a staff we have agreed a set of statements that reflect our expectations with regard teaching and learning. Each statement is supported by examples of good practice in school.

Effective learning takes place when work is planned effectively

- Teachers set challenging teaching and learning objectives which are relevant to all pupils in their classes. These are based on knowledge of pupils' past and current achievement and the expected standards for pupils of the relevant age range.
- Teachers use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning. They take account of and support pupils' varying needs so all pupils can make good progress.
- Teachers select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate.
- Teachers take part in, and contribute to, teaching teams, as appropriate to the school. They plan for the deployment of additional adults who support pupils' learning.
- As relevant to the age range they are trained to teach, teachers plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate. At least one visit away from school will be planned each academic year.

Effective teaching takes place where teachers teach effectively and have good class management skills

- Teachers have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.
- Teachers teach clearly structured lessons or sequences of work which interest and motivate pupils and which:
 - start with a clear learning objective understood by all pupils
 - employ interactive teaching methods and collaborative group work
 - promote active and independent learning that enables pupils to think for themselves,
 - encourages them to plan and manage their own learning.
- Teachers differentiate their teaching to meet the needs of pupils, including the more able and those with additional educational needs. They take account of the varying interests, experiences and achievements of all pupils.
- Teachers explain work in a way that children can understand, and check that this is happening.
- Teachers ensure that children are given long enough to complete work, and have opportunities for working for sustained periods of time, appropriate to their age.
- Teachers set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively, and promote self-control and independence.
- Teachers organise and manage teaching and learning time effectively.
- Teachers use ICT effectively in their teaching.
- Teachers secure a standard of behaviour that enables pupils to learn, and act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school.

Effective teaching takes place when teachers accurately monitor and assess pupil progress

- Teachers make appropriate use of a range of ongoing monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching.
- Teachers monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.
- Teachers are able to assess pupils' progress accurately. They seek guidance from more experienced staff where appropriate.
- Teachers ensure that assessments take place in line with the school's assessment timetables and that deadlines for submitting results are adhered to.
- Teachers identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They seek guidance from more experienced staff where appropriate.
- Teachers record pupils' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help pupils review their own progress and to inform planning. Where appropriate, school data formats (electronically and paper-based) are used consistently.
- Teachers are able to use records as a basis for reporting on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils.

Effective teaching takes place in a stimulating, imaginative and informative learning environment

- Teachers organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.
- All resources are clearly labelled and accessible to children.
- Resources are appropriate to the age of the children.
- Classrooms have three kinds of displays:
 - Celebration of children's work
 - Learning walls
 - Information displays to support children in their learning or stimulate their ideas
- Display work and titles will be mounted, as appropriate, with ongoing work and examples used as part of a learning wall.
- All classrooms will have a range of books displayed in an attractive way with a reading area where feasible.
- All classrooms will have clearly identified mathematics resources.
- Classrooms will be kept tidy with children taking responsibility for their own trays and desks and shared areas of the room.
- Teachers will keep their desks clear and free of clutter.
- Labelled trays will be clearly visible for letters home.

Effective teaching takes place when teachers are organised and prepared

- Teachers meet children punctually, and greet them at the start of the day and at the end of break and lunch times.
- Teachers have Learning Objectives prepared for each day.
- Planning is available during lessons.
- Resources needed for the lesson are prepared in advance of the start of the lesson.
- Resources prepared for children are of good quality.
- Teachers have effective time management skills and ask for support if needed.
- Teachers ensure that they arrive at assemblies on time with their classes.

Effective teaching takes place when teachers establish positive relationships with pupils and other adults

- Teachers greet their pupils at the start of the day.
- Teachers always listen to children, although this may not always happen immediately.
- Teachers do not shout at children.
- Positive encouragement is given to pupils.
- Teachers liaise with Teaching Assistants effectively.
- Teachers meet agreed deadlines.

Effective teaching takes place when teachers establish clear routines with the children

- A visual timetable of the day is displayed in the classroom.
- Children are made aware of expectations with regard setting out of work and these are enforced.
- Children are aware of procedures to enable reading books to be changed quickly and efficiently.

Effective teaching takes place when teachers have high expectations of all pupils

- Teachers have high expectations of achievement for all children regardless of ability.
- Teachers do not accept work that is poorly completed or presented. Children are made aware of these expectations.
- Teachers work with their class to set out expectations in terms of behaviour, by discussing and reinforcing the school's rights and responsibilities.
- Teachers demonstrate and promote these expectations by their own attitude and behaviour.
- High standards are set when work is modelled to the children e.g. in terms of handwriting, spelling and presentation generally.

Effective teaching takes place when the work given to children stimulates them, and the children enjoy their learning

- Teachers show enthusiasm for what they are teaching and convey a positive message about the value of learning.
- Teachers find out what the children already know as a starting point for work, and build on this.
- Planning takes place within a context and objectives are drawn from the records of achievement. These are amended to suit the particular needs of that class.
- Planning is aimed at providing a creative curriculum, including a range of activities throughout the week aimed at different learning styles.
- Planning demonstrates that work is differentiated for different ability groups within the class.
- Each lesson is planned with a clear learning objective.
- Teachers evaluate the effectiveness of lessons and amend future lessons accordingly.

Effective learning takes place when a good partnership is set up between home and school

- Homework is set according to the school's policy and in line with the guidelines for that particular year group.
- Reading books are changed frequently, and the teacher is aware of the level and suitability of books being read.
- Teachers respond promptly to requests from parents to resolve any issues.
- Teachers contact parents promptly if there are any issues with the child's learning or behaviour.
- Teachers monitor the completion of homework.
- Teachers convey information to parents via a termly newsletter.

Effective teaching takes place when teachers have a secure subject knowledge

- Teachers have a secure knowledge and understanding of the subjects they are trained to teach.
- For the Foundation Stage, teachers know and understand the characteristics or learning and the seven areas of learning.
- For Key Stage 1 and/or 2, teachers know and understand the curriculum for each of the national curriculum core subjects. They have sufficient understanding of a range of work across the foundation subjects to be able to teach them in the age range for which they are trained, with advice from an experienced colleague where necessary.
- Teachers ensure that they are aware of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones they teach.
- Teachers ensure that they keep up to date with their subject knowledge.
- Teachers show a commitment to their professional development by (i) identifying areas in which they need to improve their professional knowledge, understanding and practice in order to teach more effectively in their current post, and (ii) with support, taking steps to address these needs.
- Teachers join in with professional discussions set up through staff meetings or training days.
- Teachers know how to use ICT effectively, both to teach their subject and to support their wider professional role.

Effective teaching takes place when teachers work effectively with children who have additional educational needs

- Teachers understand their responsibilities for children with additional educational needs set out under the **SEND Code of Practice**, and know how to seek advice from specialists on less common types of additional educational needs.
- Teachers complete and review targets every other term in consultation with the child, Teaching Assistant, SENCo, and parents. Targets are completed in line with time scales set by the SENCo. Teachers ensure that these targets are worked towards and that children make progress against them.