

**Teaching and Learning Policy**

**2015-16**

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**Teaching and Learning Policy 2015**

Vision and values: new vision statement will go here

We acknowledge the essential purpose of education to be learning. Learning to create, to solve problems, think critically, to care about others and the environment. At Canonbury we keep our eyes firmly fixed on this purpose. It is our job to create the right kind of learning environment for this purpose.

# Aims:

At Canonbury Primary School we undertake to:

* Enable all pupils to achieve their personal best regardless of their ability, socio- economic background, ethnicity, language or gender.
* Develop confident, disciplined and enquiring learners, able to make informed, independent choices and able to apply their learning to new problems.
* Encourage a love of learning for all adults and children within our community.
* Encourage self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
* Facilitate considerate and positive relationships between all members of the school community.
* Ensure equal opportunities and equality in respect of values in relation to gender, race, culture, class, special needs and belief.
* Provide and maintain a school and classroom environment which supports, reflects and stimulates learning.
* Provide a safe and happy work place.
* Promote a thoughtful attitude towards the immediate and wider environment.

# Ethos:

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. Canonbury Primary School provides a rich, integrated topic and high quality text based curriculum. This curriculum ensures that subjects are not taught in isolation, but are taught through meaningful cross- curricular learning experiences. In the course of their daily work the staff will contribute to the development of this ethos through:

* Providing a productive, clean, stimulating and effective working environment at all times, in which each child can achieve his or her maximum potential.
* Providing a welcoming environment, in which courtesy, kindness and respect are fostered. Throughout the curriculum pupils are given personal targets in relation to: respect, cooperation, communication, morality, resilience, adaptability and thoughtfulness
* Providing positive role models.
* Providing a fair and disciplined environment, in line with the school’s behavior policy
* Maintaining purposeful and informative planning, assessment and evaluation to support an effective teaching and learning cycle
* Effective management of their professional time.
* Developing links with the wider community.
* Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and Early Years Foundation Stage curriculum (
* Valuing and celebrating pupils’ success and achievements.
* Reviewing personal and professional development by providing and attending appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
* Welcoming, supporting the education of teaching and non-teaching students.

# Equal Opportunities:

In accordance with the school’s **Equality Policy** and **SEN and Inclusion Policy**, all children at Canonbury Primary School must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, class, gender, language or ability.

The curriculum on offer at Canonbury needs to be relevant and accessible to all pupils, and to ensure that the beliefs, experiences and culture of our community is valued and included. The school’s commitment to an active learning approach, which ensures that children with a kinesthetic preferred learning style have maximum access to learning through first-hand experience, needs to be reflected in the planning reviews, observation of teaching , classrooms and shared areas of the school. Work sampling, planning scrutinies and observations of teaching and learning will form our monitoring and review of practice. All subject leaders, senior leaders and governors need to keep this commitment in mind when carrying out monitoring.

# Curriculum and Planning

At Canonbury Primary School we are committed to following the programmes of study as required by the National Curriculum and the revised Early Years Foundation Stage curriculum guidance.

# Aims

The aims of planning are to:

* + Provide a broad and balanced curriculum;
	+ Provide for progression, continuity and differentiation between pupils;
	+ Inform and make use of available resources;
	+ Provide a record of work covered over the term, year and Key Stage;
	+ Help plan time effectively;
	+ Help focus on classroom organisation and groupings;

# Canonbury Curriculum Map

The Foundation Stage has a two-year topic cycle based on the Early Learning Goals. All planning from years 1-6 is based on the ‘Canonbury Curriculum Map’, which plans out the National Curriculum (NC) objectives that need to be covered by each year group. This map outlines topics, the big idea, National Curriculum objectives and big questions. The ‘Canonbury Curriculum’ also outlines the curriculum for English and Mathematics.

# Planning Resources

A wide range of resources are used to write the Medium Term Plans. The starting point is the National Curriculum. For English, planning is focused on high quality texts and suggestions from ‘The Power of Reading’ website (CLPE). For Maths, the online resource ‘Abacus’ will be used. For R.E. the ‘Islington Agreed Syllabus for Religious Education' is used. Islington guidance should also be used, alongside our school’s scheme of work are also followed for the PHSE and Citizenship Curriculum.

# Medium Term Plans

Each term, the class teacher refers to the ‘Canonbury Curriculum Map’ and devises a topic that links these requirements together. Topics can last for a term or half a term. Where possible, literacy skills and outcomes will relate to experiences in other subjects.

Teachers will refer to the ‘Canonbury Literacy Map’ for the core texts to be taught in English. The Map suggests speaking and listening, spelling, grammar and writing outcomes as well as high quality texts to teach. The children need to experience a broad range of text types throughout every year. To accompany the Literacy Map, there is a whole school Grammar and Punctuation map. Writing outcomes will be identified in the planning, with a series of literacy lessons teaching the skills leading up to this. The ‘Power of Reading’ (CLPE) planning resources will be used to support the teaching of English.

Where possible, cross curricular links should be made within topics. It is recognised that some areas will be taught discretely e.g. Maths or science. Teachers will make links when this is possible.

School visits are an integral part of the planning process and should be carefully planned to tie in with classroom-based activities. Teachers are expected to plan at least two visits or visitors per term.

# Planning Formats:

Teachers in the Foundation Stage are expected to complete and save copies of: Topic planning linked to all six Areas of Learning

Key Stage 1 and 2 class teachers are expected to complete and save copies of:

* + Literacy and Maths weekly plans using our pro formas;
	+ Medium Term Plans – including the objectives and activities for history, geography, science, Computing, Art, D.T., Music, R.E. P.E., PSHE, Philosophy for

children, visits, entry/exit point and cross-curricular links using the school pro forma

All Medium Term planning will be monitored on a termly basis by SLT and subject leaders, with teachers receiving written feedback.

# Weekly Planning

Teachers are expected to save all weekly plans (English and Maths) in the shared teaching area and use a standardised planning format.

All weekly planning will be monitored on a regular basis by SLT and subject leaders, with teachers receiving written feedback.

* + - Planning should be available in each class. Subject leaders, senior leaders, and governors can view planning for monitoring as required. Plans are monitored by subject leaders regularly throughout each term.
		- Teaching assistants should have access to a copy of the weekly plans each Monday and are engaged in reviewing achievement and planning at the weekly planning workshop.

# Learning Environment:

1. **Management**

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special and Additional Educational Needs:

* Whole class teaching
* Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc)
* One to one teaching
* Conferencing
* Collaborative learning in pairs or groups
* Independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Teaching Assistants and external agencies support children with Additional and Special Educational Needs, as outlined on their Individual Education Plans.

# Behaviour Management

As outlined in the whole school **Behaviour Policy**, each class will display their own version of the Canonbury Primary School Rules and a class green card list and behaviour monitoring chart.

# Organisation

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

* The resources in each area will be grouped according to curriculum subject and clearly labelled in the school agreed handwriting font.
* Writing resources will be available for use at all times and will be centrally accessible.
* Book corners will be comfortable and attractive and engaging.
* Labels and posters should, wherever possible, reflect the language diversity in the school.
* In EYFS and KS1 classes imaginative play areas will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner. Wherever possible we are working to develop these opportunities within KS2.
* Pupils will be involved in the maintenance and care of all equipment and resources.
* Central curriculum resources are labelled and stored in the resource room and subject stores. The phase team and subject leaders have a responsibility to maintain these resource stores and update them regularly.

# Differentiation:

Teachers will differentiate the curriculum by:

* Task
* Outcome
* Teacher / adult support
* Pupil learning styles (Visual, auditory and kinesthetic)
* Resourced support, e.g. writing frames/ number squares/ etc.
* Questioning
* Use of peer support and challenge
* Use of pupil talk opportunities
* Opportunities for more concrete experience
* The support of ICT

Differentiated tasks will be detailed in weekly planning. Learning objectives and success criteria will be specified for all differentiated teaching.

# Assessment and Evaluation:

Regular assessments are made of pupils’ knowledge and understanding in order to establish the level of attainment, and to inform future planning.

* EYFS keep their profiles in line with the Development Matters and the EYFS age related bands. This is detailed in the **EYFS policy**.
* Year One are monitored through the Phonics screening check.
* Year Two pupils are monitored in Mathematics and English using the Key Stage 1 Statutory Assessment Tests and Teacher Assessments.
* Year Six children are assessed in Mathematics and English using the Key Stage 2 Statutory Assessment Tests. They will also be assessed for Science.
* All Pupils will be monitored throughout the year for Reading, Writing and Mathematics. Assessment judgements will be recorded on Target Tracker at the end of the

Autumn, Spring and Summer Terms.

These teacher assessments will continue to be used to inform the existing pupil tracking analysis profile.

* Children, who are identified Special and Additional Educational Needs target groups, will be assessed using the appropriate year’s curriculum, as well as twice yearly IEP reviews, also where appropriate.

All results from these assessments will be analysed and used to inform future planning.

# Teaching Strategies:

In order to ensure equality of access, and effective matching of tasks toneeds, teachers will employ a variety of strategies:

* Provision of an integrated and active curriculum both inside and outside the Foundation Stage and Year 1 classrooms
* The involvement of subject leaders in the development of individual curriculum areas, in order to ensure continuity and progression between Early Years Foundation Stage and Key Stage 1 and between Key Stages 1 and 2
* The development of the links between Years 5 and 6 and local secondary school provision
* Teacher observation, reflection and evaluation
* Discussion and questioning (open and closed as appropriate)
* Previewing and reviewing work
* Investigation and enquiry led learning
* Interactive teaching
* Conferencing
* Listening
* Brainstorming
* Providing opportunities for reflection by pupils
* Demonstrating high expectations
* Providing opportunities for repetition / reinforcement
* Providing encouragement, positive reinforcement and praise
* Making judgements and responding to individual need
* Intervening, as appropriate, in the learning process in order to encourage development
* Provide all children with opportunities for success
* Use a range of communication strategies, both verbal and non-verbal
* Use of the classroom environment to stimulate and enhance learning

# Teachers will use a range of strategies in any one session.

Activities should show a balance in terms of individual, group and whole class work. All learning should objective led and provides opportunities for reflection in the form of a plenary session or mini plenary sessions. Pupils should know and be able to see, both the learning intention and the success criteria for every lesson e.g. What am I learning? What will I be able to do? What do I need to be able to do to be successful?

# Resources:

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate subject resource cupboard / area, and will be regularly audited by the subject leaders.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

# Marking and Feedback

At Canonbury Primary School, we believe that feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

A full copy of the **Marking and Feedback** Policy is available. This identifies the principles, strategies, organisation and monitoring that exist at Canonbury Primary School.

# Learning Processes:

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These include:

* + Investigation
	+ Experimentation
	+ Listening
	+ Reflecting
	+ Empathising
	+ Observation
	+ Talking and discussion
	+ Asking questions
	+ Practical exploration and role play
	+ Retrieving information
	+ Imagining
	+ Repetition
	+ Problem-solving
	+ Making choices and decision-making

At Canonbury Primary School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

# Learning Styles:

Children learn in a variety of ways, and for this reason it is necessary to ensure understanding that planning incorporates as many styles as possible.

At Canonbury we accept that no one style can or should be used in isolation and that at times all learners need to make use of a range of learning styles and experiences.

These styles include:

* + Visual – Learners need visual cues and symbols to support learning
	+ Auditory – Speech and sounds reinforce learning
	+ Kinesthetic – Learning is reinforced through practical, first-handexperience

#  Governors’ Role:

It is the Governors’ role to monitor and review the policy and its practise through:

* + Regular visits to oversee the delivery of their scheduled subject.
	+ Receiving reports from the staff, Headteacher and committees.
	+ Reporting to the curriculum and standards committee.
	+ Reporting to the Full Governing Body

As detailed in the **Governors’ Document**:

* + To receive reports from the Head teacher and/or the Teacher Governor.
	+ To attend INSET.
	+ To receive reports from the Premises Manager on relevant issues, in particular Health and Safety, and to follow up any relevant issues.
	+ To promote and ensure at all times equal opportunities in relation to race, gender, class and belief.

#  Parents’ Role:

Parents are encouraged to support their children’s learning by:

* + Ensuring that their child comes to school feeling confident and positive.
	+ Ensuring that their child arrives at school punctually and regularly.
	+ Sharing with the teacher any problems in school that their child is experiencing.
	+ Supporting their child by attending open evenings and othermeetings.
	+ Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plans, and any special and additional educational needs processes.
	+ Ensuring that all contact addresses and telephone numbers are up to date and correct.
	+ Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit.
	+ Keeping regular communication with class teachers.
* Agreeing to the Parent / Teacher contract concerning their child’s behaviour.
* Agreeing to, and supporting, the school’s **Home Learning Policy**.
* Contributing relevant information to initial assessment.
* Attending all medicals and health interviews when invited.
* Responding to letters sent home from school.
* Informing the school of reasons for their child’s absence.
* Informing the school of any significant matters at home which may affect their child’s progress, happiness or behaviour.
* Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs

**Written in:** November 2015 by Sam Drake and Jo Davey - Deputy Head Teachers

# Approved by Governors on:

**Review and Evaluation of the Policy**

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

# Reviewed: