

CAMPTON LOWER SCHOOL

A POLICY STATEMENT FOR TEACHING AND LEARNING

Rationale

This policy seeks to provide a coherent, whole school approach to the methods of teaching and experiences in learning at Campton Lower School. It also strives to ensure that all pupils receive continuity and progression in their learning journey however long or short their time at Campton.

Aims

From the youngest pupils upwards we aim to provide:

- A structured and balanced curriculum
- A positive drive to deliver the basic skills of reading, writing and mathematics to allow all pupils to underpin their learning across the curriculum with confidence
- Stimulating and exciting approaches to learning
- Teaching that recognises and values individual strengths and differences
- Support or challenge allowing children to work at appropriate levels and at varying rates according to their ability to achieve their full potential
- An interest in learning and encouragement to develop an increasing responsibility for that learning
- A wide variety of ICT experiences throughout the school

Teaching and learning

Children need to be enthusiastic and effective learners in order to reach their potential. To do this they need to know how they are progressing and what else they need to do to improve further.

Planning

Learning at every stage will follow the requirements of the National Curriculum or the Early Years Foundation Stage Curriculum and the planning process will be at three distinct levels:

- Long Term
An overview of all the topic headings for each curriculum area to be covered through the year
- Medium Term
A break down of the learning objectives to be covered each week with reference to use of ICT and resources required
- Short Term
The actual lesson plan giving details of the learning objective, teaching input, activities, pupil groupings and differentiation, deployment of teaching assistants and resources required

At Campton Lower Long Term Plans are placed on the staff site at the start of each year.

Medium Term Plans are placed on the staff site at the start of each half term and from these a 'what is my child learning?' sheet (a simplified overview of the medium term plan) is constructed and distributed to parents/carers (Year 1 – 4 termly, Reception and Yr 1 in autumn term transition half-termly) together with the class timetable.

Short Term Plans are provided by the teacher for teaching assistants or other adults as a useful support. A brief review of pupil progress and success of the lesson structure and contents may be carried out after the lesson and noted for future reference as useful to the teacher to inform future planning.

We believe planning is not a stand alone activity; it is very much related to the pupils who will be receiving its content and as such the following considerations should be taken into account:

Principles for Teaching and Learning

1. Developing a climate of confidence & success
2. Establishing what the learners know already and building on it
3. Setting clear and appropriate learning goals
4. Setting high expectations
5. Taking characteristics of learning into consideration when deciding upon teaching methods and the resources to be used
6. Moving the learning along at an appropriate but challenging pace
7. Making use of imaginative and creative approaches to the learning tasks
8. Inspiring an interest for the subject being taught
9. Where possible making the children active partners in their learning, encouraging self assessment and reflection on their performance
10. Using children's own views as well as data to inform subsequent planning and practice
11. Developing co-operative skills to permit shared learning through discussion and activity

As far as possible we aim that learning should develop and challenge our pupils through a broad and rich curriculum.

Assessment

Our staff are strongly committed to Assessment for Learning which is embedded in all our teaching in order to provide the children with the information they require to progress as well as informing our future lesson plans. With this focus in mind every lesson will inevitably contain some of these types of assessment:

- Good questioning to enable the teacher to make fair judgements of most pupils' understanding
- Observation and listening to the children as they work
- Discussion within the class or in small groups
- Verbal/written feedback (Marking with the children is the most immediately productive method but sometimes it is necessary to mark at a later date in more detail)
- Recall (Assessing what children have retained from a previous session)
- Reviewing an activity and asking for explanations in a plenary session
- Reviewing success against the learning objective or a personal target
- Self assessment (This may be a simple thumbs up response or a more detailed analysis)
- Peer assessment (particularly valuable in lessons such as PE and Music).

Some formal summative assessments are used to inform teacher judgements (reading tests, end of Key Stage assessments, end of unit assessments such as in ICT or Science etc).

Using statements based on the National Curriculum and the EYFS Curriculum (with moderated examples of pupils' work) enables staff to make judgements relating to our pupils' ability and attainment. This information helps us to track the overall progress of our pupils against national expectations for their age groups.

Marking

Marking is a useful tool in the process of reviewing our teaching and our pupils' learning in addition to informing the processes of future planning.

Marking may be carried out in various ways:

- By the pupil under teacher guidance
- By the teacher with the pupil to review errors, extend or clarify thinking
- By the teacher after a lesson to confirm pupils' achievements or give a more detailed response allowing pupils where appropriate to contribute to a dialogue either written or verbal.
- A tick or short comment which is age appropriate.

This policy should also be read in conjunction with the EYFS policy. 2014.

Setting Targets

We aim to develop in our children their own skills of self assessment underpinned by methods and approaches from Assessment for Learning (AfL).

Targets may be verbal or written relating to behavioural, academic or social and may be related to the class, a group or an individual. It is important that the children know and understand what they are aiming for AND recognise when the target is reached.

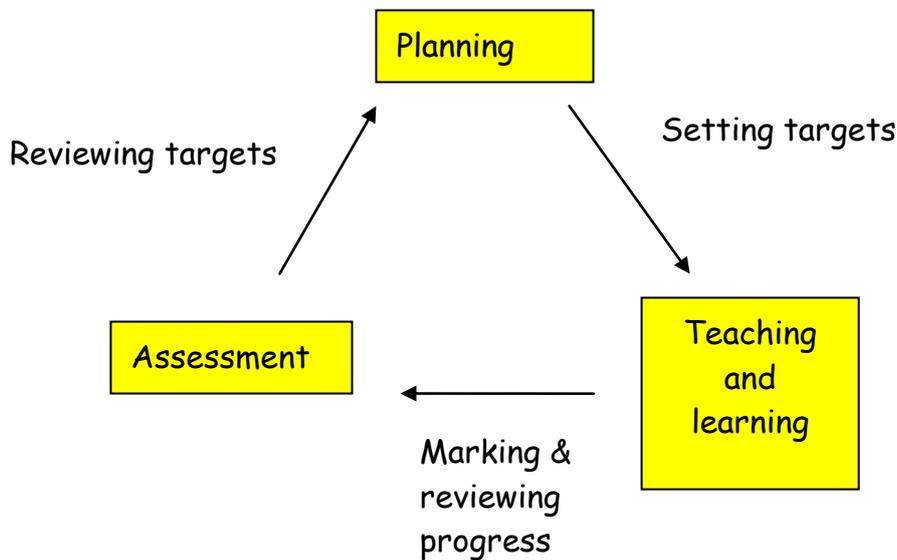
Like planning, setting targets is not a stand alone activity but should take account of the children's previous level of success and, where appropriate, their own ideas and expectations.

Some targets will be achievable in a relatively short time (e.g. read 5 books at a given level) others may take a longer period (e.g. make use of descriptive vocabulary) some targets will be cross curricular (e.g. develop a fluent handwriting style).

All pupils are expected to have individual targets which may include Writing, Reading, Mathematics and other subject areas as appropriate.

Learning Objectives

All lessons will have explicit learning objectives which are shared with the pupils during the lesson. Most children will achieve this whole class objective; some may have required support or scaffolding; some (higher achievers) may have exceeded this objective and will have been challenged to extend their skills and knowledge further, sometimes through differentiated activities and always by higher expectations. As described in the success criteria of lessons, both pupils and teachers are expected to review pupil achievements against the learning objectives. The outcomes of this review will then inform the teacher's future planning and targets. Parents are informed of KEY targets in Reading, Writing and Mathematics at Parents' Consultations and in summer written reports.



It will be seen from the diagram above how all the strands of teaching and learning are interwoven and that pupils should have an active part to play at almost every stage of the process.

Moderation

Moderation is an important aspect of assessment.

Staff undertake:

- internal moderation
- moderation with neighbouring schools.

Staff in Early Years Foundation Stage, Year 2 and Year 4 also participate in Local Authority moderation sessions.

Date policy agreed _____

Signed _____

Date of Commencement of the Policy May 2015

Date of Endorsement by the Governing Body May 2015

Date to Review May 2016