

Teaching and Learning Policy

This Teaching and Learning Policy is reviewed annually and should be read in conjunction with other relevant Trust and school policies. In particular, the Futura Learning Partnership Teaching and Learning Policy.

Rationale

At Chandag Primary School every child has the right to learn through a consistent teaching approach across the curriculum. In this way, children will be able to confidently progress through our school, being able to recognise how they learn. Likewise, all teachers have excellent subject knowledge and are empowered to teach confidently across all year groups with an agreed approach. Our teachers set the highest standards in their planning, preparation and teaching and inspire every child to be able to achieve. All our staff believe in 'equity' for individuals and rather than 'equality' i.e. giving each and every child the scaffolding and resources needed to achieve.

Aims

- High levels of engagement from all children and staff, who demonstrate a thirst for learning.
- Teaching and learning is rooted in cognitive science, allowing children to make links and recall prior knowledge in every lesson.
- Children and staff feel secure and confident within a well-established lesson structure, learning routines and classroom environment.
- All children are appropriately challenged and supported in successful learning by staff who use an adaptive pedagogical approach each lesson.
- Feedback and carefully planned teacher assessment facilitates a 'keep up, not catch up' approach in all areas of the curriculum.
- Children gain independence and resilience in their learning, using these skills to reach their potential across all curriculum areas and life long learning experiences.

Learning Environments

Our learning environments are set up to reduce cognitive overload and provide children with a familiar and safe space for learning. Teachers are responsible for ensuring that classrooms are welcoming, safe, organised and allow for consistent routines. It is a shared responsibility to maintain that all classrooms and communal areas are inviting, clear and clutter free. The shared expectations below are known as our 'non-negotiables' :

Displays

- Displays are backed in a neutral grey paper with a royal blue border. Headings will be rainbow patterned to mirror our school logo.
- Four 'working walls', one each for English, Maths, Curriculum and Science. The way these are used is described within the relevant sections below.
- A phonics chart (KS1) and spellings board (KS2) are clearly displayed for interactivity from teacher and pupils.
- A class 'Gallery' where children's work can be displayed and celebrated. The content of this board can be decided by the class teacher at different points throughout the year.
- Displays, flipcharts and other learning resources are displayed on purpose made boards. Sticking resources to walls is avoided to allow for a clutter free learning space.
- A visual timetable is clearly displayed at the front of the classrooms. Individual pupils may also have their own version at their learning space.
- The area around the interactive whiteboard and focal point of the classroom is kept as clear as possible.
- A class praise point chart is clearly displayed in the classroom, for children to easily access. School rules will also be clearly displayed for reference.
- Teachers will be asked by SLT to provide work for communal displays on a rota throughout the school year.

Classroom zones

- An inviting book area where books are housed and displayed to evoke curiosity and a culture of reading. The number of books available should be reduced to a small selection, focusing on high quality and not quantity.
- In KS2 and towards the end of Y2, each class will have a 'checking station' to allow children to self-assess their work.
- In EYFS there are a range of continuous and enhanced provision areas set up using the indoor and outdoor environments. See our EYFS strategy for more details. In terms 1 and 2 of Y1, enhanced provision will be used to support a successful transition.
- Each child must have a clearly labelled space within the cloakroom/coat peg areas. These areas must be kept safe and clutter free. Where there is limited space in a classroom for items, e.g. PE kits or bookbags, then alternative storage solutions must be used.
- Children should know where a 'breakout space' is to support them in coping with any overwhelming emotions. In larger classrooms this space might be included within the space but for some, this might be an external space. Expectations around the use of this space must be made clear.
- A set of red, yellow and green laminated cards are kept at the side or back of the classroom to support teacher assessment for learning, please see Feedback policy.
- The configuration of children's desk is left of the discretion of the class teacher and nature of the lesson. However, a focus group table will need to be set up in each classroom to support guided practice.

Resources

- All resources visible in the classroom must be suitable and helpful for the children. The teacher cupboard is used for resources and items that are for adult use.
- All resources in drawers clearly labelled and accessible to promote independent learning at an age appropriate level.
- Access to sharp pencils for every lesson and appropriate stationery for learning tasks in well-organised tides on desks.
- Water readily available for children and provision of easy to carry storage for lunch and breaktimes.
- A frames available in the middle of each set of tables. These will be updated daily/weekly so all content is relevant to learning. Knowledge organisers and word banks are kept within these.
- Phonics and spelling checking resources, please see English handbook.
- Children's exercise books are kept in neat and convenient location.

Seating Arrangements

All children will be allocated a daily seating place according to their learning behaviours and not ability. Grouping throughout lessons should be dynamic, responding to teacher assessment. In most lessons, the Teacher will work with a focus group. The children in these groups will depend on outcomes from previous lessons and assessments (including gap analysis from assessment weeks). It might be that children in these groups are all of similar ability but this should not be assumed. Children on other tables sit in mixed-ability places but with the necessary scaffolds and manipulatives to support or extend their learning.

Planning

Maths and English: planning is completed directly into Active Primary flipcharts. Teachers are expected to create a medium term plan which shows the build up of objectives and the subsequent end points of the unit. All flipcharts and overviews must be saved to the Tdrive within the planning folder for each year group.

Curriculum: all planning is to be taken from the Futura scheme as a starting point. This should be adapted as required and saved on Tdrive as per Maths and English planning.

Date of policy: July 2023

Date for review: July 2024