

Offenham CE First School



Teaching and Learning policy

Vision

Our school vision, summed up by the following three words, “**Love**, **transformation** and **growth**” plays a significant role in our collective attitude to teaching and learning. We wish to promote excellent teaching and learning in all areas of our curriculum, offering all pupils equal access to, and love of learning, so that all can be daily transformed, flourish and grow into fulness of life. This document is informed by DOWMAT’s Principles of High-Quality Teaching and Learning

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, special educational needs (SEN) or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives. This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school. It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school’s expectations.
- Provide a shared focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum including the Worcestershire Agreed Syllabus for RE.
- Ensure that there is equity for all pupils – with inclusion and adaptation as a driver.
- Establish targets for improvement.
- Enhance the professional development of staff.

Roles and responsibilities

The role of governors

Governors will meet regularly to discuss pupil progress against targets. Governors will visit school according to the Governor monitoring visit schedule linked to the school SDP priorities for each year.

When visiting, governors will:

- have a clear line of enquiry and purpose for their visit

They may:

- Talk to pupils about their experiences as part of Pupil Voice activities
- Talk to Subject Leads about provision in that subject area and discuss progress using available data

They will:

- Report their findings to the Local Academy Board.

The role of the senior leadership team

The senior leadership team will:

- Take a general overview of the atmosphere in school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaise with parents to ensure needs are being met.
- Carry out monitoring activities in a number of ways – to include regular and focused learning walks, pupil conferences with a book look, pupil voice activity, data scrutinies.
- Review and comment on planning
- Complete pupil progress meetings.

The role of the curriculum leaders

Curriculum leaders will:

- Develop and review their curriculum policies and schemes of work in collaboration with colleagues, taking into consideration our school vision and shared understanding of spirituality.
 - Carry out regular monitoring activities in line with the SDP
- Take accountability for the progress of children in their given subject.
- Report, when requested, on the effectiveness of the curriculum to the senior leadership team and the governing body.

The role of teachers

Teachers will:

- Monitor and evaluate their teaching.
- Seek professional dialogue with colleagues.
- Review and evaluate their planning regularly.

- Set appropriate and challenging targets for pupils based on ability.
- Plan opportunities for pupils to reflect and connect their learning.
- Collaborate with colleagues to moderate pupil achievement.
- Involve parents and other professionals in the monitoring process.
- Complete a termly and annual review assessing the progress of their pupils.

The role of pupils

Pupils are expected to:

- Be on time for school.
- To be ready to explore spirituality, in and through their learning.
- Be ready to learn.
- Be attentive.
- Listen to and follow all reasonable instructions.
- Treat everyone with respect.

External monitoring

- The school receives school improvement support from the DOWMAT and this leads to generating professional discussion based on lesson observations, learning walks and learning reviews as well as work scrutinies.
- Governors and the Head Teacher will work on an annual monitoring schedule, scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it
- The support of staff from local schools will be sought to evaluate the work of the school through professional discussion.
- Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

Self-evaluation

Senior leaders should discuss the following questions to assess the quality of teaching at the school:

- What is the school's view on teaching?
- What is being done to monitor teaching?
- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?

- To what extent do teachers use assessment within the lesson to ensure that all pupils understand the lesson objectives?
- Are judgements based on the interpretation and evaluation of data and evidence?
- Are strengths and weaknesses in teaching and management identified?
- What strategies do teaching assistants employ to support learning?
- Do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?
- What happens if pupils are absent or fall behind with their work? What support is in place to help them?

Discussion and Learning reviews with pupils

The following questions could be discussed with pupils to assess the quality of teaching at the school:

- Tell me about this piece of work. What were you learning?
- Do you know what you need to do to improve?
- Show me a piece of work that you are really proud of. Why?
- Do you know how to improve your work? Do you have the opportunity to improve your work?
- What do you think about your Learning Log?
- Which aspect of your learning do you find challenging/difficult?

Learning environment and Classroom Culture

The teacher will set the tone for the morning and afternoon sessions by welcoming the children to each session. They will provide an appropriate learning environment and will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently. It is essential that the classroom learning environment maximises opportunities to learn. Learning Zone displays are changed regularly and are geared towards aiding learning – to learn more and remember more. Desks should be free from clutter and arranged in a manner providing suitable space for all. The room needs to be well ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water during lessons (except near computers where water could create a risk).

Our philosophy

Through our teaching philosophy, pupils are encouraged to:

- Listen to each other.

- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

To encourage all pupils to contribute to lessons, teachers:

- Allow sufficient thinking time between questions to allow pupils to consider their responses.
- Plan time in their lessons for pupils to discuss their learning with a partner or group before committing to a response.

We reward and recognise achievement in the following ways:

- Teachers use positive feedback, using formal and informal approaches
- The school formally rewards pupil in the following ways:

House team points, communicating with the pupil's parents praising the pupil, pupils share their work with the headteacher who sends a letter home to the child's parents. Awards in Celebration assemblies.

The school informally rewards pupils in the following ways: - Congratulating pupils privately or in class - Saying 'well done' to the whole class - Writing positive feedback on written work - Writing positive comments in a reading diary - Displaying children's work.

The teacher will manage behaviour by consistently implementing our school behaviour policy:

Using non-verbal cues, referring to the pupil by name, quietly speaking to the pupil while the rest of the class is engaged, giving the pupil a task to encourage responsibility, reminding the pupil of the sanctions that follow a poor choice. In exceptional circumstances, calling for support from another member of staff.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is and offer training to ensure continued professional development.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.

- Are consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

Teaching strategies

The Reception class follow the Development Matters EYFS revised framework 2021. Years 1- 5 follow the National Curriculum. Programmes of study are adapted to fit our mixed age classes. The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through adaptations and the provision of the necessary resources. While teaching the national curriculum, wider aspects of learning, such as the development of social skills, self-esteem and individual spirituality, also form a significant part of our pupils' education.

Planning and preparation

Lessons are clearly linked to the National Curriculum. Lessons are adapted to clearly show how pupils of all abilities are catered for. Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next. In addition, teaching assistants are deployed to enhance learning. Resources are used during the lesson and complement teaching. The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the STPCD.

Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work.

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers in order to facilitate good practice.

In-class support teaching assistants are actively involved in the lesson to aid pupils' learning. They are involved in preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with special educational needs and academically more able pupils). In some circumstances, teaching assistants are utilised on a one-to-one basis with a child in need of additional help.

Pupil involvement

Pupils are provided opportunities to follow-up teachers' marking with questions. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The learning objective of each lesson is explained at the start and displayed throughout.

The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

Special educational needs and disabilities (SEND)

Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Children causing concern are discussed at weekly staff meetings and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual children, enabling all teachers to be aware of pupils requiring support.

Assessment

Pupils joining the school will receive a baseline assessment when they start. Strategies for baseline assessment include:

- Use of past national curriculum tests.
- Assessing pupil progress over the first weeks that they are enrolled.
- Cognitive ability tests which test ability in verbal reasoning, non-verbal reasoning and quantitative reasoning, rather than national curriculum content. From September 2019, the school will adopt an approved baseline scheme in line with DfE requirements.

Formative assessment (assessment for learning) creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress. Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge – active marking and formative assessment carried out by the teachers.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment will not be punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance. Formative assessment is used to support a pupil's end of term/ year summative assessment against ARE

Methods of formative assessment include the following:

- Question and answer sessions

- Learning reviews
- Quizzes
- Self-assessment

Summative assessment (assessment of learning)

Summative assessment is important for:

- Accurate information regarding a child's attainment and progress.
- Informing both parents and teachers of a child's attainment and progress. Summative assessments:
 - Identify attainment through one-off tests at any given point in time.
 - Record performance in a specific area on a specific date.
 - Provide end of key stage test data against which the school will be judged.
 - Provide information about cohort areas of strength and weakness to build from in the future.
 - Are used to determine a pupil's final grade.
 - Are used to judge a teacher's performance.
 - Are used to monitor the progress of individuals and groups of pupils.

Methods of summative assessment include:

- End of year assessments.
- Work in pupil books which contribute to a final judgement.

Early Years assessment

Please see the EYFS policy

Key stage 1 and 2

Teachers use assessment for learning to provide on-going assessment, through the use of focussed marking and/or observations of children's work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets, and to identify and set next step targets for each child. Annotated plans and planning notes, made by class teachers and other adults involved with each child, may record other important information about the progress of children in the class. Termly NTS tests may be used to identify progress and gaps in learning. The tracking grids identify under-achieving pupils and set targets in reading, writing and maths for individual pupils and groups. Half termly pupil progress reviews are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts. Pupils receive regular and timely verbal feedback on their progress.

The National Curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum. Lessons contain clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to

ensure all tasks set are appropriate to each child's level of ability and provide sufficient challenge. Teachers use focussed marking to assess children's progress in relation to the planned learning objectives, and set the next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests), alongside on-going focussed marking and notes of pupil observations, to inform their assessment of progress for individual pupils and groups. Results of published tests are used to contribute to overall teacher assessments.

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem. We provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and are able to be involved in the target setting process, and a mid-year meeting. We provide an end-of-year written report which includes the results of statutory tests and assessments, and gives information relating to progress and attainment. We give parents the opportunity to discuss their child's progress, informally each day and by appointment. We also run 'Walk-in' sessions for parents each term so that they are able to informally look and share their child's work – all books are available to be viewed. It also gives the parents opportunities to see the ever-changing learning environment.

Regular moderation of teacher's judgements takes place to ensure consistency across classes and local schools. Teachers meet weekly to analyse children's work against national curriculum or EYFS requirements. During the summer term, teachers in Reception and Year 2 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation. Teachers in each year group take part in external moderation in local cluster groups as well as across DOWMAT schools.

Individual learning plans are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement. IPMs are reviewed half termly to ensure that they are still effective.

Some children with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and further specialists will be sought. Based on these views, and in collaboration with the pupil, an education, health and care (EHC) plan may be sought. EHC plans replace statements of special educational needs. They include special educational provision, health provision and social care provision. More information can be found in the school's special educational needs and disabilities policies.

This policy will be reviewed annually by the staff and governors at Offenham CE First School

It was reviewed in Autumn 2026 and will be reviewed in the Autumn term 2027.