



*'Our School is a Christian community in which pupils, staff, parents, governors and parishioners are working together, within a safe, healthy and stimulating learning environment, to achieve education of the highest possible quality, in order to prepare pupils to meet the challenge of their futures.'*

*'We celebrate the value of each child and set high expectations of them in our endeavours to sustain and develop their gifts and talents.'*

<b>Date Adopted</b>	<b>Summer 1 2023</b>
<b>Signed (Governors)</b>	<b>R. Lord</b>
<b>Signed (Headteacher)</b>	<b>E. A. Travis</b>
<b>Date for review</b>	<b>Summer 1 2026</b>

## Introduction

# TEACHING AND LEARNING POLICY 2023

At Holy Trinity we aim to provide strong foundations for our children's lifelong learning.

Their experiences should help them

- In their transition from one stage of education to the next: Foundation – KS1 – KS2 – KS3 ...
- Also to develop their confidence and responsibility for their own independent learning.

The development of attitudes, values, key skills and conceptual thinking have as much significance in learning as curriculum content and coverage. In key skills development we are looking at the acquisition of skills, but also at how children are able to use and apply their skills throughout the curriculum and out of school as they become a 'learner for life'.

It is very important that home school links are effective so that children can practise their key skills in practical applications in a variety of contexts outside school. Some homework tasks given by staff will specifically target the application of the development of key skills. The curriculum prioritises the individual child by highlighting PSHE as being of the utmost importance, together with Citizenship and Spiritual and Cultural development. Significantly also the key skills of

- Communication
- Numeracy
- ICT
- Working with others
- Learning to learn
- Problem solving

Are introduced, taught and practised throughout the curriculum.

## **Planning for Teaching**

Teachers should base their planning on a half term/unit of lessons using

- The National Curriculum
- Statutory Framework for Early Years
- Development matters
- Schemes of work
- Key Skills

Teachers should aim to:

- Plan to fully engage children's hearts and spirits as well as their minds.
- Undertake planning on a long, medium and short term basis to ensure continuity and coverage.
- Plan appropriately for subjects/age/ability of children.
- Ensure a broad and balanced curriculum.
- Use evaluations and assessments to inform new planning.
- Check that planning is progressive and aims to teach new skills, but also revises, consolidates and builds on existing skills.
- Plan to use a balance of teaching styles and strategies.
- Plan for a balance of oral and recorded work.
- Plan to deliver the curriculum in a variety of teaching groups.
- Plan for the teaching and practising of key skills.
- Challenge all pupils with differentiated work.
- Include a recognition of whole class needs as well as individual needs.
- Undertake planning in Key stage teams to give benefit from expertise.
- Use curriculum coordinators to advise, and check continuity of planning for learning.

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- Make sure special needs are catered for as appropriate with reference to SENCO and targets.
- Plan for classroom assistants and other adults in the classroom.
- Plan for growing independence in learning.
- Plan for tests where appropriate.
- Plan to promote pace on the one hand, but to give time for longer term quality work.
- Check clear objectives from planning are shared with the pupils.

## Planning for Learning

To plan for their own learning, children should aim to:

- Arrive at school on time and well prepared.
- Wear correct school uniform.
- Have the correct equipment with them.
- Have sufficient sleep.
- Have breakfast before coming to school.
- Bring in completed homework on time.

In School they should:

- Be ready to start work in class at 8.55am.
- Come in from play promptly and be ready to work in class.
- Wear glasses if they need them.
- Sit correctly.
- Be in the correct frame of mind for listening and participating.
- Focus on the task in hand.
- Be ready to listen to the learning objectives at the start of each session.

## Classroom Organisation and Management for Teachers

Teachers should aim to :

- Arrange the classroom to be age appropriate and appropriate to needs of the curriculum.
- Use interactive displays and displays that show quality work in classrooms and resource area.
- Ensure that resources and materials are:
  - Well labelled
  - Quality
  - Appropriate for age/ability
  - Prepared in advance of the session they are needed for
- Refer to Head/Deputy if resources are broken or not available.
- Use human resources:
  - LA
  - Parents
  - Students
  - Work Experience Students

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- Volunteers
- Set class rules in line with school targets, appropriate to the age of the children at the start of the school year.
- Have a classroom with an ethos where children can achieve success, gain praise and be rewarded for good work and behaviour.
- Use discipline in line with the school discipline policy.
- Use appropriate groupings – individual, mixed groups, ability groups, gender groups, pairs etc.
- Manage movement around the classroom and school when appropriate.
- Manage all types of learning experiences including outside visits.
- Seek permission from parents for all learning which goes on outside school.

## **Quality for Learning for Pupils**

Children should aim to:

- Abide by class rules.
- Abide by the home/school agreement.
- Work without distracting others.
- Sit on chair correctly.
- Use equipment appropriately.
- Realise that if they have done something wrong, there is likely to be an appropriate punishment.
- Look after their own property in school.
- Not doodle on exercise books or pieces of work.
- Inform an adult if they feel uncomfortable or unsafe in the classroom or playground.

## **Teaching**

Teachers should aim to:

- Use a diversity of methods to attract and maintain a child's attention and accommodate different learning styles.
- Use a multi sensory approach.
- Use a balance of oral and written work.
- Use first hand experiences such as visits and speakers.
- Share learning objectives with children and other adults in the classroom.
- Make connections to encourage 'joined up thinking' to integrate learning and subject disciplines.
- Use their own and their children's skills in ICT across the curriculum.
- Develop language with an emphasis on subject specific vocabulary.
- Cater for all the gifts and talents of the children as well as those with SEN.
- Teach towards children reaching targets.
- Teach with timing and pace
- Listen to what children say.
- Use a range of teaching strategies eg. Whole class/half class/group/individual.
- Teach for growing independence.
- Give opportunities to use and develop key skills.
- Use own character, enthusiasm, flair and personal interests to enhance children's learning.
- Use the whole school environment as a teaching resource.

## Learning

Children should aim to:

- Participate in all activities.
- Work in a variety of groupings.
- Concentrate/focus on task in hand.
- Work towards the learning objectives shared at the start of lessons.
- Listen carefully.
- Respond to instructions.
- Repeat back instructions.
- Ask if they do not understand.
- Complete work in time set.
- Achieve individual targets.
- Do their best.
- Use all their senses.
- Transfer skills so as not to be subject bound.
- Work independently when appropriate.
- Share enthusiasms and interests with peers and staff.
- Complete homework and return it to school on time.
- Make effective use of all resources available – tools, equipment and human resources.
- Learn from peers, and from older and younger children.
- Record work neatly and tidily.

## Evaluation, Assessment and Record Keeping

Teachers should aim to:

- Use effective marking to extend children's understanding of work.
- Encourage pupils marking where appropriate.
- Review and evaluate children's work.
- Mark down exceptions only in the evaluation at the end of a session.
- Assess attainments in order to plan more effectively.
- Complete half term planning and record work.
- Use schemes of work to highlight suggested assessments.
- Use outcomes of tests and teacher assessments to inform future planning.
- Use different types of test.
- Encourage pupils self-assessment.
- Ensure that written assessments are kept for the agreed period of time.
- Use results from target setting.
- Report to parents informally when appropriate.
- Give a written report to parents once a year.
- Meet with appropriate teachers and use transfer form to aid transition.
- Moderate levels with care.
- Submit teacher assessment to staff meeting moderations sessions, school portfolio and LA moderation sessions.
- Contribute to the review of the school's work in preparation for the SDP.
- Participate in the review and development of School Improvement Projects.
- Ensure that effort is celebrated weekly in Good effort assemblies.

## Evaluation, Assessment and Record Keeping

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Children should aim to :

- Mark own work when appropriate.
- Read marking comments and act upon them/discuss as necessary.
- Participate in discussions about work with staff/peers.
- Evaluate own work and the work of others.
- Write a self evaluation for the formal report.
- Aim to reach targets set.
- Record progress in certain ways – journal/personal targets etc
- Try their best in tests.
- Prepare for tests e.g. by learning spellings.
- Share reports with parents.
- Contribute to reviews of school policies and practices.

## **Personal and Professional Development**

Teachers should aim to:

- Continue development of personal key skills and extend knowledge and understanding, as a classroom teacher, as a coordinator and as a leader and manager.
- Develop a willingness to take on new ideas and change.
- Evaluate the appropriateness of new initiatives for children in our school:
  - Talk with colleagues
  - Pilot ideas
  - Review
- Attend courses within and outside the LA.
- Participate in the School Improvement Projects.
- Read to keep updated.
- Meet with other colleagues in schools and small schools where appropriate.
- Build up and develop a portfolio to display professional competencies.
- Be professional and reflect the aims of the school in both dress code and behaviour code.
- Support teaching and non teaching colleagues.
- Discuss issues with colleagues.

## **Personal Development (PSHE)**

Children should aim to:

- Develop personal key skills.
- Develop a willingness to take on new ideas.
- Develop a willingness to change.
- Accept and work alongside people with differences.
- Try to discuss work with peers.
- Be proud of completed work and choose 'best work' for pupil profiles and display.
- Dress appropriately for learning:
  - In class
  - In PE
  - Out of school (visits etc)
- Show the same standard of behaviour towards all adults in school.

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- Acknowledge the achievement of others.
- Take responsibility in school eg monitors, road safety officers etc.
- Bring healthy snacks to school.
- Offer opinions to staff and governors for school improvement.

## **Other Links to encourage effective teaching**

### Home/School

- Informal links – Friends of Dobcross School. (FODS)
- Encouraging parental volunteers.
- Encouraging involvement of parents in the education of their child.
- Listening to information parents can give about a child.
- Informing parents honestly and positively about attainment and achievement.
- Aiming to communicate effectively.
- Initial letter to parents at the start of the school year.
- Preparation of homework and encouragement of parents to help with homework.
- Curriculum evenings for parents.

### Governors

- Encourage involvement where appropriate.
- Support link governors.
- Attend joint monitoring sessions.
- Support shadow governors.

### Staff

- Child Protection (Head)
- SENCO
- Informal discussions.
- Formal meeting/transfer discussions.
- Using curriculum coordinators/special expertise.
- LA advisors.

### Other Agencies

- School nurse/doctor.
- Educational psychologist.
- Speech therapist.
- Playgroup leaders.
- Community groups.
- Church.
- Local police.

### Other Links

Children should aim to:

- Discuss work with parents.

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- Share homework.
- Recognise and enjoy working with other adults in the classroom.
- Use outside interests to enhance learning.
- Integrate skills learnt outside school within school.
- Share achievements in Family Assembly.
- Be a good ambassador for school.
- Participate in inter-school events.

### **Data Protection Statement**

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Records of pupil progress	Information about pupils	Statutory requirement	Teaching staff and teaching assistants	Electronic copies kept by teacher, SLT	Held on file until the child leaves school

As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
	✓	