



RUDGWICK PRIMARY SCHOOL

TEACHING AND LEARNING POLICY



Inspire - Believe - Achieve



Our Vision:

Rudgwick Primary School aims to be a community where everyone is inspired by a love of learning, is supported and encouraged to believe in themselves and is enabled to achieve success.

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At Rudgwick Primary we are committed to teaching in a way which results in all children loving learning, having a sense of the world around them and their unique place within it. We want each child to have an understanding of their own talents and interests and we are committed to working with them and their family to achieve the very best, both academically and socially. We are a fully inclusive school and welcome all children, from all backgrounds, equally and with respect for their culture and community.

Rudgwick School Values are underpinned by the principles of EYFS (Early Years Foundations Stage). These principles are fundamental to the culture, practices and ethos of the school and influence all relevant policy development:

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between teachers and parents and/or carers
- Children develop and learn in different ways and at different rates
- Adults and children adopt a growth mindset approach to learning

Aims and Objectives

In order to achieve this, we discretely teach our defined set of Values:

Core - **INSPIRE BELIEVE ACHIEVE**

Wider - **Curiosity; Motivation; Responsibility; Ambition; Resilience; Collaboration; Positivity; Care; Perseverance; Respect; Celebration; Happiness**

These values are the themes that run termly through assemblies, PSHRE and RE lessons and are reflected in the excellent relationships between all members of the school community. We expect every teacher to be at least good – and to strive to be outstanding. We believe that every child has the right to experience success and, during their time at school, develop the cultural capital which will enable them to thrive in life.

Learning Behaviours

At Rudgwick Primary School we teach and encourage our children to be:

Curious: to question, research, explore, evaluate and make decisions

Motivated: to see and feel a reason for taking part in and enjoying the challenges that school has to offer

Responsible: to understand they are accountable for their choices and behaviour and have an obligation to do their best for themselves and others

- Ambitious: to show and have a strong desire to succeed
- Resilient: to persevere, be positive, self-assess and improve, manage feelings, set goals and solve problems
- Collaborative: to communicate, listen, share, care, be respectful, take responsibility, support each other, reach agreements and learn from each other
- Positive: to have a constructive, optimistic and confident approach to life
- Caring: to display kindness and concern for others
- Perseverant: to be persistent in doing something despite facing difficulties
- Respectful: to show politeness and respect to those around them
- Celebratory: to acknowledge significant events or achievements of others, expressing happiness and pride
- Happy: to have a sense of pleasure and contentment because of the trust and confidence they have in the school community

As well as:

- Creative: to imagine, take risks, invent, experiment and adapt
- Reflective: to evaluate their learning and identify how they can build on it

By adopting a whole school approach to teaching and learning at Rudgwick we aim to:

- Enable children to learn as effectively as possible
- Enable children to be active participants in the learning process and not just passive receivers of information
- Provide consistency of teaching and learning
- Enable teachers to teach as effectively and creatively as possible
- To give the children the skills they need to become passionate lifelong learners
- Provide an inclusive education for all children
- Learn from each other through a collaborative and evaluative approach to teaching and learning where good practice is shared

Principles of Teaching in Practice

Our teachers are creative professionals and have the autonomy to teach according to the needs of the children: academically, socially and emotionally. There is no preferred lesson format at Rudgwick, instead, we agree a set of teaching principles.

Starting the Learning

- Clear learning objectives are always shared with the children in a way which is clearly understood by them
- All lessons build on prior learning - teachers are fully informed about what the children have achieved previously and are ready to move them on
- We identify the big picture in the learning, making sure it is relevant to the children and their lives, with a purposeful outcome
- We model positive learning behaviours
- We have a cross-curricular, creative approach to the curriculum - reading, writing or maths skills are evident in most lessons
- We strongly encourage the use of the outdoors as a learning environment
- We take responsibility for providing a high-quality, consistent experience for the children as they progress through the school
- We place a very strong emphasis on excellent learning behaviours and reward children in line with the behaviour policy
- We take responsibility for the children's learning behaviours and encourage development of these life-long skills in all lessons
- We reward academic progress and achievement as well as encouraging intrinsic motivation

Effective Learning

- High expectations in academic progress and learning are evident, based on detailed assessment and application of their next steps in learning
- Lessons are differentiated in a way that there is never a ceiling put on the progress and success of individuals or groups
- We use a Mastery approach as depth of learning is vital
- We ensure the children reflect on their own learning in every lesson

- We ensure children ‘keep up’ rather than needing to ‘catch up’
- We adopt a no-hands-up approach to learning, using strategies to identify which child will answer or respond eg lolly sticks, differentiating the questions for each child
- We use non-verbal signals to gain silence and the attention of the whole group or class; using ‘hand-up’ or music
- We endeavour to keep printed information in children’s books to a minimum
- Tasks which are open-ended and engage the creativity of each unique child are encouraged
- We make sure all additional adults are always purposefully engaged in supporting all learners
- We use a range of open-ended and higher-order questions to challenge and extend thinking as well as develop understanding and application of learning, interacting with learners at every opportunity
- We give children adequate time to respond to questions because they need time to process the question and formulate their response
- High levels of presentation of work are expected at all times
- We are on time and well prepared for all lessons and activities
- All planning is reflectively adapted to meet the needs of the learners
- Not all learning fits in lesson-sized chunks and is extended where needed
- We maximise every minute for learning
- When praise is given, it is specific ie rather than ‘good work’ we would say ‘good use of appropriate adjectives to add description’
- Classrooms are tidy, safe and well-organised
- Every class has examples of children’s writing on prominent display in their classroom
- Each class places a strong emphasis on reading with a well-organised, attractive reading area in each classroom
- Maths has a high profile in each class - resources are easily accessible and displays celebrate and support learning
- Children access resources with independence whenever possible – it is rare that this is not the case
- Resources are clearly labelled with words or pictures as appropriate to the age of the children and are accessed independently

- Teacher's equipment is at an absolute minimum, is tidy and does not dominate the classroom
- Displays are predominantly of children's work; working walls for English, maths and Science are in evidence in all classrooms
- Cloakrooms and communal areas are kept tidy. The children receive awards for the class with the tidiest cloakroom

Effective Feedback

- We ensure learners receive regular and effective feedback, both verbally in the lesson and through the marking of work. The most effective feedback is immediate and unique to the child
- We regularly set and review targets with individual children, including for those with ILPs
- We do not group or label children by 'ability'; instead we discuss children's attainment and have high expectations for ALL children
- The use of talk partners is an important element in all lessons

Developing excellent Teaching and Learning

To achieve the excellent teaching and learning that we aim for at Rudgwick, we always work collaboratively. We share good practice, reflect on and evaluate our successes and failures, take informed risks and work in an atmosphere of respect and commitment. This provides the opportunity for each of us to be the very best teacher we can be and to make the school a great one, for the children.

We:

- Work collaboratively across the school, with everyone making a contribution and taking responsibility for the success of the team
- Arrive to meetings on time, prepared and ready to make a valuable contribution
- Are prepared to identify areas for improvement and reflect on our own practice
- Are prepared to share aspects of our good practice and be a model for others
- Take shared responsibility for each child's learning journey
- Implement all school policies consistently
- Encourage individuality in order to foster everybody's personalities, attributes and talents

- See ourselves as life-long learners always striving to improve our practice, which is an aspect of the profession that excites us and challenges us to be better
- Enjoy a professional dialogue in which we listen to guidance and advice as well as support others
- Have high expectations of ourselves and the children
- Come in to class with a positive attitude every day

Monitoring of the Teaching and Learning Policy

At Rudgwick we want our teaching to be excellent as we know that is what our children deserve. In order to continually develop and improve teaching and learning at Rudgwick, regular monitoring will provide information to plan improvements and develop excellent practice. Monitoring takes place in a variety of ways, some formal and some informal:

- Time is scheduled for staff to regularly take part in quality conversations about children's learning which result in the sharing of good practice
- Monitoring planning
- Formal lesson observations, with or without notice
- Learning walks looking at specific areas
- Scrutinising children's work
- Talking to children
- Asking parents for their views
- Asking teachers for their views
- Asking children for their views through the Young Governors and pupil voice activities
- Monitoring pupil progress

The role of parents

We know that parents have a fundamental role to play in helping children learn as they are the first educators of their child. We do all we can to inform parents about what and how their children are learning. To support their children they should work with us to:

- Attend regular parents' evenings to receive feedback on progress and next steps in learning
- Read the send information sent to them which outlines the topics that the children will be studying. Monitor the homework, which is sent weekly.

- Read and acknowledge the annual reports in which we clearly identify the child's progress, include the views of the children on their successes that year and outline further targets
- Use technology, specifically the school website and Google Classroom to find out about what their children are learning and to support their child at home
- Attend relevant workshops for parents in specific areas so that they are better informed and able to support their child
- Use suitable times (usually at the end of the day) to discuss successes or concerns or ask any questions.

The role of the Governing Body

The Governing Body know and understand, support, monitor and review the school's approach to teaching and learning.

Governors:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are used optimally to support teaching and learning
- Seek to ensure our staff development and our appraisal systems promote good-quality teaching
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the termly Headteacher's report to governors and a review of the in-service training sessions attended by staff