



Evelyn Street Primary School

Evelyn Street
Warrington
Cheshire

WA5 1BD

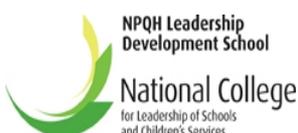
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Head Teacher:
Mrs J Hindley BA Hons NPQH

Policy Title	Learning and Teaching Policy
School/WBC (Adopted date)	School
This policy complies with Warrington LA guidance	Yes
Linked Polices:	Curriculum Statement and Guidance Assessment policy
Written By	School
Staff Approval Date	May 2019
FGB Ratification Date	July 2019
Signed by Chair of Governors	Mr Nigel Spencer
Review Date	September 2022



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Mission Statement

“To enjoy, to believe, to be amazed,”

Rationale

We wish to develop our pupils, parents and staff as active learners who have a passion for learning. We recognise that pupils have special skills, abilities and aptitudes and have an entitlement to a broad, challenging and relevant curriculum that is enriched through a variety of opportunities and varied teaching and learning styles that will enable them to feel happy, confident and successful.

This learning and Teaching policy is at the centre of our school improvement strategies. We recognise that continuous professional support, coaching and mentorship at a whole school, team and individual level is essential to empower staff to deliver effective learning experiences.

Purpose:

We strive to

- To develop self respect and encourage children to respect ideas, attitudes, values and feelings of others and be a valued member of a community
- Provide high quality learning experiences that lead to a consistently high level of pupil achievement.
- Promote high expectations of all children and staff.
- Provide opportunities which celebrate learning opportunities presented by our school, community and the wider world.
- Teach our children to be healthy, be a good citizen and provide learning experiences that prepare them for their own economic well being.
- Provide a welcoming and caring atmosphere.
- Provide a stimulating learning environment which will create a positive emotional experience for every learner.
- Ensure confidence, self-disciplined and independence in all our learners.
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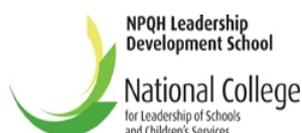
Broad Guidelines

“Learning is the process by which an individual makes sense of new experiences”

Effective Learning: *Where learning is effective, pupils*

1. Are motivated to

- Take an active interest in their studies through encouragement and support from their parents/carers
- Improve their performance and be willing to learn from areas for development as well as strengths.
- Enjoy lessons and readily respond to the challenge of the tasks set.
- Demonstrate, in assessments and Checks /tests, that they are performing at least as well as can be expected, according to standards for their age and ability
- Care about the presentation of their work and look after resources



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2. Take responsibility for

- Their learning
- Evaluating their achievement of learning objectives/outcomes
- Concentrating on tasks set and listening attentively when appropriate
- Developing the confidence to raise questions, to try to find answers and asking for help when needed.
- Helping each other and working collaboratively as well as independently
- Developing over time the ability to work autonomously and to take responsibility for their own learning,

3. Have developed or are developing the following skills

- Persevere with tasks they find difficult without losing heart.
- Respond positively to opportunities given to extend their learning
- The ability to modify and redraft work and meet deadlines.
- Retain knowledge, apply it in unfamiliar contexts and make connections with other work.

4. Understand the implications of social learning by

- Being able to adapt easily to different ways of working
- Evaluating their own work and making realistic judgements about it
- Being able to decide the best methods to adopt and the resources they should have.
- Communicating information and ideas, offering comments and explanations
- Feeling that they are valued by their teachers and that their achievements are being recognised

Effective Teaching:

In order to have the most effective teaching, parents need to support teaching staff at the school by expecting students to achieve their best. The partnership between home and school is a vital element in the success of every student and must be developed to the best possible degree.

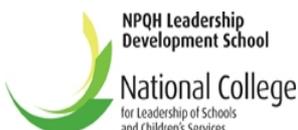
All teachers will aim to

1. Make their lessons purposeful

- Through carefully planned well structured and paced lessons.
- By making aims and objectives explicit to students at the beginning of each lesson, task or topic and involving students actively in their evaluation of learning achievement (not just a passive process)
- Through explicitly checking understanding and reviewing work covered in each task or topic.
- By delivering schemes of work or a syllabus which incorporate spiritual, moral and cultural elements
- By starting lessons on time and avoiding *dead minutes* at the end

2. Make lessons interesting and stimulating

- By consciously showing enthusiasm and positivity for and about their subject and learning
- By devising imaginative/creative approaches to the development of knowledge and skills
- By varying teaching styles (**T**actile, **O**lfactory, **V**isual, **A**uditory, **K**inaesthetic), learning activities and the learning environment to maintain students' interest and take account of learning styles.



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- By structuring lessons appropriately; to include a **Starter, Main, Plenary** or in the case of Singaporean maths a 5 part lesson.
- By using praise and positive reinforcement to foster self esteem, motivation and give confidence
- By regularly displaying examples of students' work and other relevant stimuli
- By encouraging students to demonstrate their skills through formal presentations, drama, debate and role play.
- Using ICT and multimedia presentation when and wherever appropriate to enhance the learning experience and outcome. By weaving within their lessons the use of a variety of handheld devices and relevant software

3. Create an orderly environment and manage classes efficiently

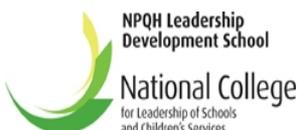
- By matching teaching style to lesson objectives and group dynamic
- By organising physical resources in ways which will promote orderly classroom management
- Been agreed by the the whole staff.
- By setting and marking homework regularly (identified by the published homework timetable), consistently and usefully and following up non completion punctiliously (see homework and feedback policy).
- By keeping up to date and accurate records and submitting assessment data for reporting inline with the published deadlines.
- By being flexible enough to adapt their lesson plan to take account of students' contributions and the mood of the group.
- By setting and achieving high standards of behaviour and motivation
- By regularly reviewing student grouping and seating to promote effective learning (see also Homework and Feedback Policies).

4. Match learning activities/opportunities to all abilities and preferences (PERSONALISATION)

- By using evidence of prior attainment to gauge student's individual capabilities.
- By testing understanding and acquisition of knowledge through a variety of means
- By using appropriate differentiated materials and tasks which ensure students' active participation in lessons, for the most able students as well as for those with SEN.
- By working proactively with Learning Support Assistants
- By setting high expectations for all students, rewarding achievements with praise

5. Develop positive and productive working relationships with students

- Through confident and assured command of subject matter, which is regularly updated
- Through appropriate professional development, observations, discussions, and INSET
- By being clear with instructions, questions and explanations
- By understanding and promoting the value of focussed discussion and setting ground rules for Speaking and listening.
- By fostering mutual respect, both student to student, teacher to student and teacher to parent



- Through actively promoting equal opportunities through the teaching and learning process
- By encouraging parents to support student learning
- By responding to all potential concerns within 48 hours and making sure that appropriate follow up is maintained

Use both formative and summative assessment to evaluate students' progress and to inform future teaching plans

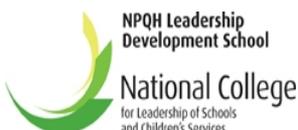
- By using a variety of formative in-class assessment,
- By giving feedback consistently and positively in line with whole school policy
- By giving regular feedback either through joint evaluation and marking of work or verbally to students about their work and together setting them achievable “**SMART**” targets.
- By encouraging self-assessment and peer assessment in the drive to strive for improvement.
- By following the established pupil conferences learning review meetings
- By encouraging and trusting students to take responsibility for their own learning
- By checking progress against potential by critically using benchmark data;
- By statistically analysing individuals and whole class performance in relation to the provided benchmark data.

7. Create further opportunities for learning

- All teachers have a responsibility to promote the school's code of conduct and values with consistency
- Assemblies should start promptly, be well planned, involve opportunities for student participation wherever possible, offer time for reflection and finish in good time.
- Collective Acts of Worship and should also be well organised and allow students to develop their own ideas and thoughts through challenging material.
- The School's code of conduct should be promoted in all lessons around the school and when students are representing the school on trips and visits.
- Extra curricular activities should be open, and encourage all students who wish to attend. They should provide opportunities for extending learning beyond the classroom.
- Encourage and support students to develop an interest in the subject outside of the classroom

8. Monitoring of provision;

- Following consultation with the teaching staff a review of the Learning and Teaching Policy will be conducted by the Principal and Local Governing Body regularly
- A framework for the monitoring of learning and teaching will be devised and implemented incorporating, classroom observation, drop ins learning walks, a programme of reviews of pupils' work and interviews with staff and pupils to determine effectiveness in furthering the agreed learning objectives
- In agreement with class teachers lesson observations will be graded. Learning and teaching over time will be a part of this grade.
- Staff will be encouraged to engage in self-evaluation against the identified criteria to identify professional development needs.



9. Pupil management and behaviour;

- e) Seek to ensure that provision is inclusive where this is possible and that appropriate provision for all pupils is ensured
- f) Ensure that adequate supervision by the teacher of pupils within their care and maintain a positive learning environment within the class
- g) Seek to model and promote positive learning attitudes and respect for the beliefs and opinions of others
- h) Promote positive behaviour policies within school.

10. Professional Development and Performance Management ;

- Regularly review performance against the Learning and Teaching Policy and any previously identified performance review objectives
- Periodically review performance against the requirements of the threshold arrangements
- Identify areas of development/support required with Principal or delegated staff
- Seek to maintain evidence of training or development undertaken
- Seek to support the development of other members of staff as appropriate.

F. Planning and setting expectations.

- Significantly contributing to the development of learning and teaching programmes across the year group, key stage or whole school
- Recognising and responding to opportunities to spontaneously enrich curriculum provision for the pupils in their care.
- The planning and delivery of a curriculum that encourages the development of pupils' creative skills.

G. Pupil management and behaviour

- The provision of significant support in developing and implementing pupil management and behaviour programmes within school.
- The provision of advice and support for parents on pupil behavioural management issues in conjunction with the Principal.

H Pupil achievement

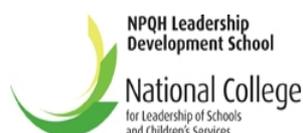
- That pupils working at ARE advance their learning across the core subjects (for which the teacher has responsibility) by more than the national average
- The teacher properly liaises with external agencies in relation to learning and teaching issues
- That excellent provision is made for those pupils with learning difficulties or with high levels of ability.

I Management of self and others

- Being willing and able to support the development of teachers requiring coaching
- Providing significant support in developing and implementing in-service training in teaching and learning.

J. Managing and supporting other adults;

- Provide professional guidance for staff working within school as required by national agreements
- Seek to promote the school's policies when providing mentor support for others as required.



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11 Role of the Local Governing Body

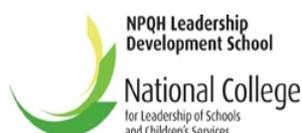
- The Local Governing Body will monitor all learning and teaching policies
- To ensure the school premises and physical resources are best used to support successful learning and teaching
- Monitor teaching strategies in the light of Health and Safety regulations
- Monitor how effective learning and teaching strategies are in raising attainment and achievement
- Ensure staff development linked to Appraisal policies promote good quality learning and teaching.

12. Role of Parents

- Parents are requested to sign Home school agreement
- To support their children in the observance of relevant school policies
- Ensure that their children attend school regularly and punctually
- Ensure homework is completed
- Do their best to keep pupils fit and healthy
- Inform the school about matters that may effect their child's ability to achieve
- Ensure that the no smoking policy is observed.
- Return of information promptly to school
- To be an active member in the partnership of raising their child's attainment and achievement and the development of a rounded individual that can contribute effectively to their community.
- To engage positively in discussions with the school around attainment and behaviour

13. Role of Quality Teams -To manage the quality of provision for their subject areas by;

- Supporting the evaluation of learning and Teaching through monitoring of pupil outcomes through pupil conferences, work sampling and planning trawls.
- Ensuring curriculum coverage , continuity and progression
- Establishing clear policies for assessment and practises.
- Analysing and interpreting data on pupil performance and supporting the whole schools assessment for learning and target setting processes
- Developing own professional knowledge and understanding through reading researching and attending training and network meeting related to current and new initiatives.



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