



CLARENDON PRIMARY SCHOOL
Together we shine



Teaching and Learning Policy

Reviewed:	Curriculum Subcommittee
Agreed (FGB):	Autumn 2024
Next Review Due:	Autumn 2027

Headteacher:
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Rationale behind our Teaching and Learning Policy

(The meanings of all words and phrases underlined and in italics can be found in the glossary at the end)

At Clarendon Primary School we believe that staff should inspire confidence through having a sound knowledge of the subject and the child's stage of development. Staff should have clear expectations, be enthusiastic, well organised and consistent. Staff should plan lessons employing appropriate strategies and differentiation, with clear learning objectives.

We believe that children make the most progress when they have a clear understanding of the objectives and expectations of the lesson; when faced with challenging but achievable tasks; when motivated by and interested in the subject and when they are aware of the outcomes.

We believe that children are most engaged in a stimulating environment conducive to learning, where they feel valued and secure and that this develops confidence, independence and mutual respect within a calm and harmonious atmosphere. Children should have access to quality resources, and hold a shared responsibility for the management of those resources.

We believe that every child should have an equal opportunity to achieve regardless of race, colour, gender, disabilities, special educational needs, or socio-economic background.

The aims of our school:-

- to provide a safe, secure, caring, stimulating and attractive environment which encourages high standards and the correct attitudes to learning
- to create a happy atmosphere where children feel valued and live together amicably with tolerance and respect for the views, faith and culture of others. We are committed to promoting racial equality
- to ensure that children are aware of their responsibilities to other people, family and community and respect the property of others
- to provide a structured and fair learning experience which encourages self- discipline and independence
- to encourage children to do their best in all areas of learning i.e. intellectual, social, physical, moral/spiritual and creative and to support their all-round development
- to offer a broad, balanced, differentiated and relevant curriculum which includes the requirements of the National Curriculum and equips children with basic skills and knowledge on which to build for the future
- to treat children equally and ensure all have equal access to the curriculum. Every effort will be made to identify children with special needs and the more able, in order to offer appropriate support and challenges
- to work in partnership with parents for the benefit of their children and welcome parental involvement in school
- The aim of the school is to provide a safe, secure, caring, stimulating and attractive environment which encourages high standards and the correct attitudes to learning

Expectations

Staff should:-

- Have confident knowledge and understanding of the subject to be taught
- Use the medium term planning to plan the unit of work, but be flexible; some subjects are better blocked, some lend themselves to cross-curricular linking (Learning Links)
- Plan tasks, activities, pupil grouping arrangements and resources in the agreed school format & save the plans (by Monday morning of the same week) in the Planning File on the All Staff drive
- Give a clear statement to pupils of the learning objective of the lesson (WALT) / Learning Challenge (LC), the activity and the success criteria
- Set two targets for each subject area, each half term to ensure coverage of the curriculum & close gaps in learning

- Have mini plenary sessions throughout the learning, whereby the learning objective is reinforced by the sharing of work, discussing outcomes, clarifying errors, challenging pupils, or, relating what they have learned to other experiences
- Ensure other staff, volunteers or students are clear about their role in the lesson and are used effectively to best support learning and progress.
- Ensure that if a student teaching is teaching a class, the children's learning must be closely monitored by the class teacher
- Present tasks which challenge and motivate the children and are effectively differentiated supporting the needs of various groups e.g. Special Educational Needs, International New Arrivals, Gifted & Talented
- Teachers plan to ensure that all children are supported by the teacher & teaching assistant at least once a week in English & Maths
- Inspire confidence in children, thus developing their self-esteem through the Clarendon Values
- Show enthusiasm to challenge, engage and encourage the independent application of skills, whilst motivating the children
- Pay attention to individual needs through monitoring, marking and giving feedback
- Create a stimulating environment (see also Classroom Checklist)
- Devise routines which enable the classroom to function smoothly, waste little time and encourage shared responsibility for their management
- Use high quality resources which enable appropriate differentiation especially for newly arrived EAL pupils & International New Arrivals
- Ensure that the environment is in line with the 'Daily Classroom Environment Checklist'

Teaching & learning styles

Staff should adopt a balance of teaching styles ranging from whole class teaching through to group work, partner work and individual exploratory work. There will be times when children are encouraged to work co-operatively with others and times when they must work independently.

Staff must provide regular feedback as they are teaching; this may be through mini plenaries, oral or written feedback during the lesson.

There is no 'one size fits all' teaching style; teachers need to be flexible and adaptable and change their style to suit individuals, groups, or the subject being taught. They need to bear in mind that their teaching style may not suit all the children's learning style!

Classroom Management

Resources – all learning areas follow the guidelines as stated in Clarendon's Classroom Checklist.

People – we ensure that all people involved in the children's learning are aware of policies and procedures. It is the class teacher's responsibility to monitor all children in their class, even if they are working with other people e.g. students, teaching assistants, outside agencies. The class teacher must ensure that volunteers, support staff and students are deployed appropriately.

Time – A timetable is in place for each Key Stage in school. It is expected that this is adhered to at all time, unless a school event has been planned for, the class is taking part in an Educational Visit or approval has been given from a member of the Senior Leadership Team.

Pupil Achievement and Attainment

We monitor pupils learning through our Assessment procedures, which includes Target Setting & feedback procedures that are identified in the Marking & Feedback for Assessment Policy.

Teachers are required to assess during 'Assessment rounds' these are usually each half term. The outcomes of these assessments are recorded on Educater and B Squared.

Appropriate intervention is put in place for children who are not meeting the age related standards required, often referred to as children with Barriers to Learning, or who are not making sufficient progress.

Children at Clarendon are encouraged to be actively involved in their own progress and development. Please refer to the Marking & Feedback for Assessment Policy for further guidance.

Inclusion

At Clarendon, we strive to create an environment that embraces respect and values the participation and contribution of everyone in our school community. We believe Inclusion is an ongoing process and fundamentally a state of mind. Through quality first teaching all staff are required to meet the individual needs of all children, this is in line with the SEND code of practice, alongside the SENCo.

Professional Development – we are a learning community

All staff are involved in ongoing Continuing Professional Development (CPD). This process is integral to the life of the school. We aim to ensure the development of people, recognising their individual needs, whilst at the same time developing their contribution to the whole school community.

Within Clarendon Primary, performance management is seen as a continuous cycle and all employees will be monitored, assessed and provided with feedback on their performance on a continual basis. This will be done through a range of quality assurance activities, but will not normally exceed three formal lesson observations per year.

Working with Parents

At Clarendon, we believe that parental involvement plays an integral role in the education of our children. Parents are encouraged to work in partnership with school through the following areas:

- Termly meetings, child, parent and teacher discussion.
- Individual meetings as required.
- Target setting meetings.
- Special needs – Individual Provision Maps setting targets and statement / Education Health & Care Plan reviews.
- Home School Diaries (reading diaries etc)
- Meetings focused upon specific areas i.e. Meet the Teacher/ SATs information evening.
- Reflection events
- Invitation to class assemblies.
- Open Days
- Parent Workshops i.e. behaviour support
- Stay and Play sessions for Reception and Nursery
- Starbooks reading classes for every NC class
- Acquisition of English classes (ESOL), to support parents learning English
- English and Maths workshops for reception parents
- Grammar workshops
- KS1 phonics workshops for parents
- KS1 and KS2 parent maths workshops
- Head Teacher's newsletter, Parent App & Website
- Parents' Notice boards
- Weekly Star of the Week certificates

New Parents and Transitions

- New parents meeting for Nursery and Reception children
- Liaison with parents with regard to transition to high school
- New child introductory visits
- Working alongside outside agencies to support families (Achievement, Cohesion & Integration Service - ACIS)
- An informative learning platform, website & prospectus

We want children to be happy, confident individuals who respect themselves and others. We aim to provide all individuals with the opportunity to develop their knowledge and skills to enable them to make a positive

contribution to society. We provide children with an exciting and enjoyable curriculum and give them opportunities for a wide variety of extra-curricular experiences which foster a joy of learning and a desire to be a life-long learner.

Reviewed Autumn 2024

Glossary

Learning Links – teaching subjects together such as Geography, History, Art and Design & Technology

WALT– We Are Learning To..... (This is written on the board to tell the children what the lesson is about. It is the objective for the lesson).

LC- Learning Challenge

Assessment for Learning – where you assess children's learning as they go along and indicate what they're doing well and what they could do to be even better. The feedback may be oral, or written next to the work.

Leadership Team – this is made up of the Head, Deputy Heads and Assistant Heads. The team meets once a fortnight. The meetings are minuted.

Inclusion – means including all children in your drive for high standards. It is important that children are not left behind if they have Special Educational Needs, physical difficulties, are new to English and so on.

Continuing Professional Development (CPD) – training.

Clarendon Values – a set of principles that are intertwined throughout the curriculum.