



Osmaston Primary School Learning and Teaching Policy

Osmaston Primary School's Vision is:

Believe and Achieve

Philosophy on Learning and Teaching

If children are to maximise their learning and teachers are to teach as effectively as they are able, it is important to ensure that we constantly monitor, assess and evaluate our work together to improve attainment and standards.

Aims

We aim to provide a secure and caring environment in which we equip everyone in our school community with the basic knowledge, skills and attitudes which will enable them to grow academically, socially, morally, spiritually, physically and emotionally.

In keeping with the guidance of 'Every Child Matters' we aim to provide opportunities for learners to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution and
- achieve economic well-being

We aim to enable all individuals to reach their full potential at school and in the wider community, as they develop from dependence to independence.

Objectives

We work together:

- to ensure access to a broad, balanced and differentiated curriculum that will enable all pupils to maximise their potential
- to present the curriculum in a stimulating and aesthetically creative context, providing challenge and enjoyment for learning
- to raise individual self esteem through positive recognition and reward
- to encourage responsibility through independent behaviour
- to provide a safe working environment that is physically and emotionally secure

Monitoring Learning and Teaching

The monitoring of learning and teaching is recognised as an essential strategy in raising standards and attainment. It is achieved through the following groups:

- Class Teachers and Teaching Assistants
- Subject Leaders

- Headteacher and Senior Leadership Team
- Senior Management Team
- Governors
- Local Authority personnel
- Independent Educational Consultants

Monitoring may draw on the following areas for evidence:

- Direct observation of learning and teaching
- Scrutiny of learners' work
- Scrutiny of planning
- Interviews with staff
- Interviews with learners
- Analysis of assessment results
- Analysis of evidence from Special Needs Individual Education Plans
- Analysis of end of year reports

Evidence of all monitoring which takes place in the school is shared with staff and the Governing Body. Issues of confidentiality are always respected.

The main aims of the monitoring process are to learn from and share good practice and to provide indicators for improvement.

Agreed Criteria for Effective Learning

Effective learning displays:

- clear learning intentions for all involved, shared with the teacher, additional adults and the learners
- arrangements for learners to understand what they are doing, how well they have done and how they can improve through having the knowledge of the lesson objectives, class/group targets and personal targets
- use of previous learning as a foundation for new learning so that learners build on their achievements
- opportunities for learners to acquire and demonstrate new knowledge and/or skills
- opportunities for learners to develop ideas and increased understanding
- opportunities for learners to apply intellectual, physical and creative effort in their work and to demonstrate that they are working productively and at a good pace
- opportunities for learners to show that they are interested and engaged on task, sustaining concentration
- opportunities for learners to lead parts of the lesson and ask appropriate questions
- opportunities for learners to think for themselves and function as independently as possible
- opportunities for learners to assess/evaluate their own learning/progress, give appropriate feedback and ask appropriate questions
- opportunities for parents to give positive feedback on work covered at home

In respect of learners with SEND, there has to be clear and harmonious understanding between teacher and parents about learning targets. It is important that parents are aware of:

- the specially designed teaching programme specific to the child/group
- assistance from an extra teacher, teaching assistant or helper in the class
- individual work away from the main classroom or the timetabled subject
- work developed by a specialist centre or special school e.g. outreach support from a special school for a learner in mainstream or behaviour support

Agreed Criteria for Effective Teaching

Effective teaching will demonstrate the following:

- evidence of good subject knowledge and understanding
- effective planning which sets out clear objectives
- objectives that are shared with learners
- links that are made to previous learning
- lessons have a summary at the end to restate what has been learnt and what will follow
- challenge and inspiration, expecting the most of learners
- use of a variety of teaching strategies that enable all learners to learn effectively, using a multi-sensory approach, enabling different learning styles to be catered for
- lessons that are lively and interesting: Learners are engaged
- effective guidance of learners with an insistence on high standards of behaviour
- effective use of time, support staff and resources
- effective use of the physical classroom: Materials and equipment of good quality and wide variety are available and are arranged to provide appropriate support for learner independence
- visual resources and prompts
- effective assessment of learners' work, using assessment to move learners forward, check understanding and overcome difficulties
- appropriate grouping of children
- appropriate responses to the differing needs of the learner
- use of a range of types of relevant questions
- constructive marking
- effective use of homework
- a classroom ethos that generates a reassuring, stimulating, calm and happy atmosphere where the sharing of ideas is valued
- an atmosphere in which learners are not afraid to make mistakes or challenge the opinions of others
- the provision of opportunities for reflection, self-evaluation and creative thinking, and for helping learners to understand 'how to fill the gap'
- ways to encourage learners to set realistic and achievable targets to ensure that the targets are planned, precise, broken down and based on formative assessments
- enjoyment and respect
- a good relationship between learners and teacher

Ensuring Equal Access and Opportunities for all Learners

Osmaston Primary School prides itself on being a place where every learner has full access and opportunity to learn and be taught. Every learner is regarded as an individual with specific needs and requirements and every effort is made to respect these needs both inside and outside the classroom. Whatever the learner's ability, access is provided to a broad and balanced curriculum at the appropriate level.

This means that:

- work is differentiated to suit the learner's level of understanding
- appropriate support is given to help each learner to succeed
- learners may be grouped with learners of a similar level of ability within their class or year group
- additional support may be offered to help children to succeed and
- parental support and involvement is considered important to meet the needs of learners

Documents to Consult

This policy document should be read and considered within the context of the following:

- National Curriculum Documentation
- The Foundation Stage Curriculum
- Every Child Matters
- Other School Policy Documents namely those on Pupil Behaviour, Gifted and Talented, Homework, Inclusion, Personal Social Health and Citizenship Education, School Self-Evaluation, Special Educational Needs
- The Home-School Agreement
- The Under Threes and Nursery Booklets

ADDENDA TO LEARNING AND TEACHING POLICY DOCUMENT

Features of Good Learning

- Teacher assessment
- Self assessment of learning
- Enabling learners to assess their own learning
- Feedback from learners
- Appropriate questioning by the teacher
- Self evaluation
- Review time
- Learners demonstrate skills/knowledge they have acquired
- Learners lead the lesson
- Learners use their powers of observation
- Learners are engaged
- Learners ask appropriate questions
- Feedback from parents on learning/work completed at home

Features of Good Teaching

- Sound subject knowledge
- Clear relevant objectives
- Links to previous learning
- A summary at the end of the lesson to state what has been learnt and what is the next step
- Lively and interesting lessons
- Learners are engaged
- Use of a range of teaching strategies
- Use of a multi-sensory approach, enabling different learning styles to be catered for
- Effective use of support staff
- Resources are relevant and appropriate
- Visual prompts are apparent
- On-going informal assessment
- Pupils' understanding is regularly checked
- The teacher knows what to do to move children on
- Use of a range of types of relevant questions
- Effective behaviour management
- Good classroom organisation
- Appropriate grouping of children
- Teaching is responsive to the differing needs of the learners
- The teacher has high expectations of learners
- Good relationships between teacher and learners