

Policy title	:	Teaching and Learning Policy
Date approved	:	September 2018
Review date*	:	September 2020

*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and re-circulated.

Teaching & Learning Policy

This policy outlines the fundamental aims which underpin all Learning and Teaching at Tollgate Primary School.

1. Aims
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Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To provide a broad and balanced curriculum which provides opportunity for; all pupils to acquire content through variation and differentiation.
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
- To promote positive attitudes, good behaviour and moral understanding. To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others

School Expectations

We expect all pupils to follow the 5Cs

Care
Courtesy
Commitment
Consideration
cooperation

- Staff are role models and have high expectations of themselves and all pupils
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils.
- We expect pupils to make rapid and sustained progress in Lessons.
- We expect teachers to systematically check understanding, intervening when needed.
- We expect pupils to be challenged and where appropriate individual needs to be met.
- We expect teachers to provide high quality marking and constructive feedback to pupils that assists in next steps.

Teaching

We expect:-

Staff to have secure subject knowledge and understanding –when support is needed teachers can seek advice from Senior Leaders or Curriculum Leads.

Staff to plan appropriately for all groups of children and access high quality resources

That every lesson has a clear Learning Objective which is explained to the class and which remains on display throughout the lesson

That all lessons demonstrate key elements of good AFL practice

That activities are varied and differentiated to ensure that children explore, develop and practice new skills/ concepts

That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding

Staff to provide appropriate resources which support learning outcomes and provide challenge for the more able

That staff have high expectations of presentation, quality and quantity of work

TA's to be fully involved and active in lessons

That all staff are familiar with the Tollgate Teaching Timeline and use it to guide practice.

Expectations of Learning

- Pupils provide high levels of engagement, commitment and cooperation within learning time.
- Pupils respond well to teachers and lessons proceed without interruption.
- Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress.
- Work is sustained with a sense of commitment and enjoyment.
- Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available.
- They are provided with the skills to evaluate their own work and encouraged to do this every lesson.

Tollgate Teaching Timeline

Intro 20 Mins	Introduce learning objective and success criteria	AFL Strategies Used Throughout (possible exit points for key groups, independent or with TA support)
	Direct teaching of new learning and Modelling (TA active participation with pupils)	
	Interactive strategies (think/rehearse/reflect) 	
	Set out expectation for end of the session 	
Main activity 30 mins	Children reflect on previous learning and marking At least 30 minutes focused activity children are independent. The teacher continues to teach through focused groups.	AFL Strategies used throughout
	Mini- Plenary used within independent learning time to : make connections /address misconceptions & refine/ rehearse	
Plenary 10 mins	Address success criteria and learning within groups- who has achieved?	AFL Strategies used throughout
	Demonstrate depth when appropriate using application questions	
	Teacher evaluation next step-Where do we go from here?	

Curriculum

Our curriculum is broad and balanced focusing on depth of learning and mastery of content. This enables teachers to remain with subject/topic for longer ensuring pupils have mastered the content before accelerating into new material. We use a range of resources to support our curriculum:

- The new Primary National Curriculum 2014;
- the Early Years Foundation Stage Framework ;
- The Newham Agreed Syllabus for Religious Education;
- The national curriculum for computing supported by the 'rising stars' scheme.

Long Term Planning

- Our 'Whole School Curriculum Map' plots the content covered from nursery to year six for each individual year group and each curriculum area;
- This is broken down carefully and opportunities to promote Greater Depth are available throughout.
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

Medium Term Planning.

- For English and Mathematics we use the planning provided by the National Curriculum Programme of Study for each subject, although we alter sections in order to meet the needs of our own children.
- For mathematics we use the national curriculum and Maths No Problem as a resource

Assessment

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the ongoing process of Assessment For Learning (AFL). These assessments are against National Curriculum objectives to ascertain whether children are working at age related expectation.

Each term we have an assessment week which enables teachers to use assessments and wide a range of evidence to draw upon to develop a comprehensive picture of where the child is currently working in relation to age related expectations.

We track all pupil performance and in particular identify those pupils at risk of underachievement. Additionally we also ensure that those children who have accelerated capacity or are identified as G&T have increased opportunity to succeed.

We use **Pupil tracker** to gauge whether children are working above or below age related expectations. Our system calculates progress based on age-related expectation points over time, prior expectations and the depth of a child's learning to show simply and easily who is making the right amount of progress through the new depth-orientated National Curriculum.