



RIVERLEY
PRIMARY

Teaching and Learning Policy

Date: September 2020
Review Due: September 2021

Reviewed Annually

1. Rationale

We acknowledge that children learn in different ways and at different paces through a variety of experiences; we therefore recognise the need to develop effectively and adaptive strategies that allow all our children to learn in ways that best suit them. All children have different starting points, different experiences and different responses to teaching and learning. Our first principle at Riverley Primary School is ‘quality first teaching’: this means that the class teacher has a responsibility to ensure that all members of the class, irrespective of needs, feel included, challenged, successful and that they can access work at the right level. Teachers in consider groupings; plan work in different ways and at different levels. Teaching and Learning is central to life at Riverley. The quality of teaching has the greatest impact on our children’s learning and the standards that they attain. This is therefore, a key policy for our school.

We highly value the strengths of individual children, teachers, support staff, parents, governors and the local community.

2. Aim

The aim of this policy is to provide a clear statement of the principle and practice of teaching and learning at Riverley Primary School. This statement represents our agreed view of how children learn and how we intend to encourage and support that learning. It provides a framework which enables teachers and support staff to be confident, developing their own practice, and ensure that they are consistent in the way we work with our pupils.

We aim to facilitate learning to enable our children to:

- Enjoy their learning through experiencing success and by increasing their self esteem
- Become independent, confident learners who take greater responsibility for their own learning
- Become resilient, reflective, resourceful and reciprocal learners
- Feel secure and comfortable in school
- Acquire the necessary skills for learning, now and in the future, by developing lively, enquiring minds with the ability to question, share ideas and work co-operatively
- Recognise and develop their own personal skills to the best of their ability
- Access a rich, balanced and relevant curriculum in a variety of ways. This includes encouraging creativity and self-expression
- Use language and number effectively as a foundation for learning and to feel confident in all areas of the curriculum
- Develop an understanding of British values, and the significance of other beliefs, cultures and ways of life.

3. What are the elements of our lessons?

We believe that teaching is most effective when combining the following four elements during a teaching session:

- a) Engaging in the concepts in the early stages of a lesson- through warm up activities with the emphasis on curiosity and enjoyment so that the children are keen to participate in the learning objectives
- b) Modelling effectively and incorporating challenge for learning; enabling children to feel confident in attempting tasks and a choice in how and at what level they learn
- c) Differentiating tasks and activities for all learners; allowing children to develop their understanding either individually or collaboratively

- d) Reviewing learning actively at appropriate key points of the session – either as a class, group or at the individual level. Pupils celebrating and sharing achievement, effort and success and looking forward to the next step either orally or in written form.

Throughout all these stages we believe excellent teaching can be characterised by:

- Setting challenging but achievable expectations, clear explanations and rigorous pace.
- Utilising varied and flexible teaching styles, dependent on the task and the individual needs of the learner.
- Showing secure subject knowledge of the areas being taught.
- Having an exciting, enthusiastic approach to learning which will help inspire, motivate and engage children.
- Giving clear focus through explicit learning intentions and success criteria which identify what learners' need to understand and be able to do in order to achieve success.
- Using teaching assistants effectively and resourcing to support the children's learning.
- Deploying positive behaviour management strategies to motivate and encourage pupils to respond appropriately and help create a focused climate for learning.
- Creating opportunities for self-evaluation and reflection, built in throughout the session.
- Using a consistent teaching and feedback approach in-line with whole school policies and procedures (see Marking and Assessment policy).
- Ensuring every child makes progress in their learning, regardless of ability.
- Creating a supportive and purposeful learning environment.
- Linked learning to pupils' prior skills, knowledge and understanding, extending the learning where appropriate.
- Using a range of question types e.g. open questions and closed questions. Pupils are encouraged to generate their own questions to investigate.
- Present information in short chunks, which enables children to maintain their interest and focus.
- Ensure good interaction and communication between children as well as adults and children.
- Value the creative ideas of children and actively encourage this.

4. Progress

Rapid progress in learning is central to our ethos. All pupils are expected to make progress and Raising Achievement meetings are held half-termly. Class teachers meet with Senior Leaders regularly to ensure that every child makes rapid and sustained progress.

Interventions or adaptations are made to support pupils who are at risk of not making progress, and those exceeding expectations. Targets and next steps for learning are regularly shared with pupils and parents.

5. The Learning environment

At Riverley we believe our learning environment sets the climate for learning and enables all children to access the curriculum.

It should:

- Be welcoming, inviting and interesting.
- Have a balance of consistency and individuality.

- Be rich in literary print and number.
- Celebrate learning.
- Reflect our values, our diversity and our community.
- Be age appropriate.
- Encourage independence and experimentation.
- Support collaboration and independent learning.
- Be safe and secure.

6. In order to facilitate excellent learning, teachers will:

- Have consistent high expectations of every pupil, irrespective of ability, race, gender, age or achievement.
- Have an extensive understanding of the primary curriculum- the skills, concepts, knowledge and attitudes which are the goals of the learning process.
- Use a suitable range of organisational strategies and teaching methods to establish a positive learning environment.
- Maintain good discipline.
- Have clear learning intentions which are shared with and understood by the children (learning/success criteria).
- Use a range of organisational strategies and teaching methods to suit different learning styles e.g. visual, auditory and kinaesthetic (VAK).
- Organise human and physical resources effectively.
- Plan challenging activities.
- Show awareness of the needs of specific groups within the class.
- Evaluate and reflect.