

Teaching & Learning Policy

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Aims

This policy aims to:

- Explain how we create an environment where children learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and standards of achievement for all children in our school
- Involve children, parents and the wider school community in children's learning and development

Principles of teaching and learning

Learning is the purpose of the whole school and is a shared commitment. At Castercliff Primary Academy we recognise that education involves children, parents, staff and governors, and that for optimum benefit all should work closely together to support the process of learning.

Intent

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire creative and critical thinking skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Remove barriers to allow all pupils to achieve those expectations (e.g. through accessible resources, differentiation and reasonable adjustments).
- Have a high academic/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge, communication skills and cultural capital they need to succeed in life.
- Promote the use of language skills to explore and explain ideas and opinions.



Roles and responsibilities

Teaching and learning is a shared responsibility, and everyone in our school community has an important role to play. Staff, children and parents are guided by the school's 3 charters, as follows:



Academy Charter



Safe

- We nurture and support the children so they become confident and happy individuals.
- We support families with any issues or concerns at home which may affect the children.
- We ensure that the children use digital devices safely.
- We have high expectations of children's behaviour both in and out of school.

Here

- We are creative and passionate about how and what we teach.
- We provide stimulating environments and creative learning experiences.
- We facilitate a wide range of targeted interventions, including booster classes before and after school and in the holidays, as required.

Inspirational

- We encourage the children to achieve their very best in everything they do.
- We motivate the children to achieve their dreams and aspirations.
- We praise and reward children for their achievements and efforts.

Neighbourly

- We promote British Values, show respect to all and value diversity.
- We are empathetic, considerate and approachable.
- We work hard to maintain strong relationships and communicate effectively with parents and the wider community.

Excellent

- We are committed to ensuring all children reach higher standards across English, Maths, and the wider curriculum.
- We are professional, knowledgeable and have a visionary approach to teaching and learning.
- We 'SHINE' in everything we do to achieve the best for all children.

Children's Charter



Safe

- We use kind hands, kind feet and kind words all the time.
- We look after the equipment we are provided with and use it appropriately.
- We talk to our teachers and other adults if we are concerned about anything, in and out of school.

Here

- We come to school every day.
- We participate in our learning and pay attention to what we are being taught.
- We take responsibility for going to bed at a sensible time and arriving at school before the bell.

Inspired

- We use the experiences and trips we have to give us ideas for our work.
- We are creative and imaginative.
- We use technology to support our learning in new and exciting ways.

Neighbourly

- We are welcoming and friendly to all other pupils and members of staff.
- We treat everyone with respect.
- We are positive role models to all, and are proud to be part of our community.

Excellent

- We work together to achieve our best in all areas of learning.
- We approach challenge with a positive attitude and take pride in our success.
- We 'SHINE' in everything we do.

Parents' Charter



Safe

- We nurture and support the children so they become confident and happy individuals.
- We inform school of any issues or concerns at home which may affect our children.
- We ensure that our children use digital devices safely and under supervision.
- We support the academy's behaviour policy.

Here

- We make sure our children come to school happy, content and ready to learn.
- We send our children to school on time each day.
- We ensure that our children attend booster classes before and after school and in the holidays, as required.

Inspirational

- We encourage our children to achieve their very best.
- We motivate our children to achieve their dreams and aspirations.
- We praise and reward our children for their achievements and efforts.

Neighbourly

- We attend meetings and take an active role in school events.
- We promote British Values and show respect and tolerance towards all members of the community.
- We value and show consideration towards school property, premises and our community.

Excellent

- We ensure that our children wear the full and correct uniform to and from school.
- We support the school in its endeavours to provide a rich and varied curriculum.
- We encourage our children to attend extra-curricular activities.
- We ensure that our children read every evening and complete homework activities.

Teaching and Learning

Curriculum and planning

Children are provided with experiences that underpin the development of character traits, knowledge and critical and creative thinking skills that come together to form our curriculum. Refer to the school's curriculum policy for more information on how our curriculum is structured, including an overview on how our curriculum is planned and delivered across subject areas and age ranges.

Learning environment

The learning environment will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

- whole class teaching
- group/one-to-one teaching
- collaborative learning in pairs or groups
- independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

Classrooms provide a stimulating and purposeful learning environment, including thought-provoking and stimulating displays to reinforce curricular knowledge and understanding, as well as developing children's vocabulary.

Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that demonstrate deeper knowledge and understanding, or a specific talent, in a curricular area

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers' plan for differentiation of the curriculum according to individual needs by pace, content, task, relevance, resources, extension, autonomy, outcome, and teacher/adult support.



Home learning

The main purposes of homework at Castercliff Primary Academy are:

- To develop further an effective partnership between the school, pupils and parents/carers in pursuing the aims of the school and strengthening the home-school relationship.
- To help parents/carers to understand more clearly what their children are learning in school.
- To share with parents/carers the approaches and strategies used in school.
- To give pupils the opportunity to practise and consolidate their learning, particularly in Reading and Maths.
- To encourage independent learning skills.
- To help pupils to learn to plan the use of their time and to develop confidence and self-motivation.
- To extend learning beyond the school environment.

Refer to the school's homework guidance in appendix 1 for full information on our approach to homework.

Marking and feedback

At Castercliff Primary Academy, feedback should:

- Make suggestions about actions a child can take.
- Inform a child's actions in new contexts.
- Give children the tools to generate their own effective feedback.
- Be used by staff to effectively assess children's progress and inform the next steps in teaching and learning against the learning objective/success criteria.
- Be encouraging to children, demonstrating the value of their work, thought and effort.
- Be applied consistently across the school.
- Challenge children's misconceptions, consolidate learning or extend understanding.

Refer to the school's marking and feedback policy for full information on our approach to marking and feedback.



Assessment

The aims and objectives of assessment in our school are:

- To enable our pupils to demonstrate what they know, understand and can do in their work
- To allow teachers to plan work that accurately reflects the needs of each pupil
- To help our pupils to understand what they need to do next to improve
- To provide regular information for parents that enables them to support their child's learning
- To contribute towards accountability data

Refer to the school's assessment policy for full information on our approach to assessment.

Monitoring and Evaluation

Teaching and learning will be monitored and moderated regularly across the curriculum by senior leaders and subject leading teachers, according to a monitoring schedule which is produced termly. The school's appraisal cycle informs teaching and learning.

Review

This policy will be reviewed every three years by the Principal. At every review, the policy will be shared with the Local Governing Committee.

APPENDIX 1 HOMEWORK

Homework will be issued on a weekly or half termly basis. Each child must have a blue homework book.

Weekly.

- ◆ Reading book—Children must be encouraged to read daily and this needs to be checked and initialled by an adult in the class and Dojos awarded.
- ◆ Spelling—A differentiated spelling list to be provided based on high frequency words, key words for the year group and/or the spelling rule taught for the week. Children should be given a *look, cover, write and check sheet*. This must be trimmed to fit inside the blue homework book and then glued in before going home.
- ◆ Maths - A basic skills task to practise fluency e.g. number bonds, timetables together with an open ended task that requires application of the skill.

Half termly.

- ◆ Writing - At least one writing task will be included as part of the Curriculum/Creative Homework each half term.
- ◆ Curriculum/Creative —A range of tasks for the half term which will involve practical, written and creative learning tasks.

