



NUTURE

INNOVATION

ASPIRATION



AMBERLEY PRIMARY TEACHING AND LEARNING POLICY

At Amberley Primary school we believe in the concept of lifelong learning where pupils are able to achieve their full potential. We know that **effective teaching leads to effective learning** which is a rewarding and enjoyable experience for all involved and thus we aim to provide all staff with a framework for the highest quality teaching and learning in order to inspire children to achieve to the best of their ability. We encourage pupils to learn through curiosity, questioning, critical thinking and investigation and we strive to equip children with the knowledge, understanding and skills that will enable them to succeed and make valuable contributions to our society as adults.

Rationale

Our teaching and learning policy is central to all that we do at Amberley. It sets out clear expectations and guidelines, provides a standard uniform approach, can be easily monitored and ensures equal opportunities for all of our pupils. It is regularly reviewed and updated to reflect the most up-to-date teaching and learning educational research.

Aims

We understand that children learn best in different ways and when they are engaged. Through our teaching we aim to:

- Maximise children's learning potential.
- Promote high quality effective learning.
- Enable children to value and respect themselves, each other, our school and the wider community.
- Understand that excellent behaviour and attendance makes us happy and safe at school.
- Recognise and celebrate everyone's achievement, however small the step.
- Challenge and support all learners to become lifelong learners who achieve their full potential.
- Encourage children to learn through curiosity, questioning, critical thinking and investigation.
- Enable children to understand that we are all different, but all equally valued, no matter what religion, race, culture or gender we are.
- Cultivate every child to become a happy and caring individual at home, in school and in the wider community and who is aware of their eco-responsibilities.
- Celebrate and develop pupils' understanding of diversity and the world around them and support them in understanding their role as global citizens.
- To work collaboratively with other schools in NT to share and develop best practice.

Effective Teaching and Learning

We believe that the following key principles result in high quality teaching:

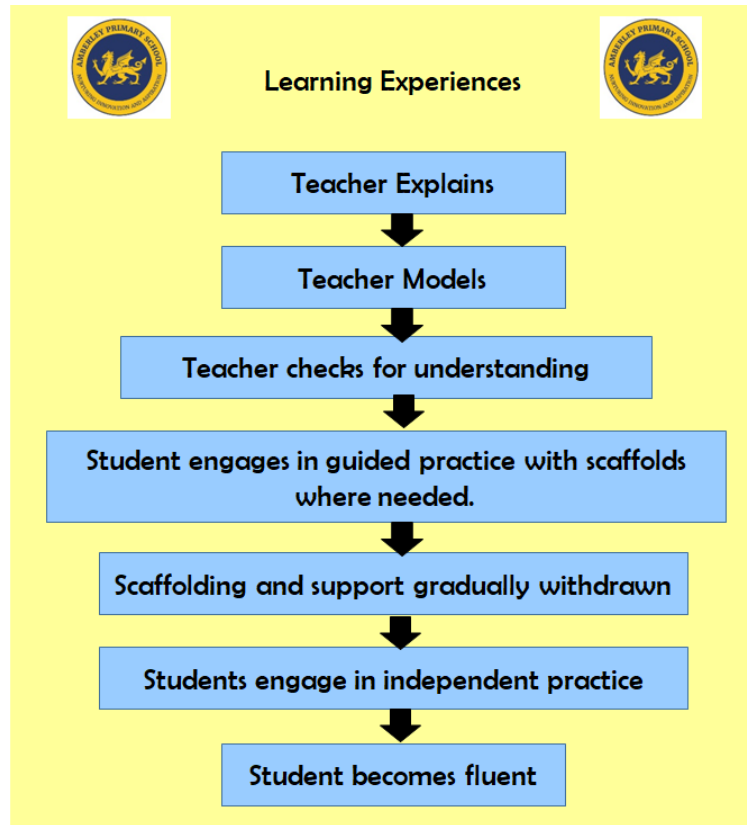
- To ensure staff are clear about what they want the children to take-away from the lesson (what is the new piece of learning?)
- To understand the prior knowledge that is required for the new learning to take place and to consider the retrieval strategies that will be used to do this.
- To deliver new content in small, manageable steps in order to avoid cognitive overload for pupils.
- To model methods thoroughly and regularly check for pupil understanding using a variety of strategies.
- To provide guided practice for pupils during lessons with scaffolds where needed and gradually withdraw such scaffolds leading to pupil independence.
- To provide opportunities for pupils to practise applying the knowledge they have understood to consolidate understanding and strengthening recall.
- To set high expectations for all pupils in regards to both behaviour and learning.
- To ensure that pupils know and understand the focus (learning objective) of all lessons – taken from the National Curriculum and why they are learning that particular thing.
- To provide success criteria, where appropriate, (written or verbal) which enable pupils to know how to be successful and ascertain whether or not they have been successful.
- To provide all pupils with purposeful marking and feedback which provides constructive feedback, focusing on success and improvement needs.
- To be reflective practitioners who challenge their own thinking.
- To deliver engaging, purposeful and exciting lessons with support and challenge incorporated for all groups of learners.
- To link lessons to real life situations with potential cross curricular links where appropriate.
- To use a range of questioning techniques to support or challenge, check for understanding and probe deeper.
- To ask pupils to work collaboratively in pairs or small groups.
- To summatively and formatively assess the attainment and progress of pupils in order to plan subsequent learning and identify gaps or misconceptions.
- To use the outdoors environment as learning opportunities where possible.
- To use IT to support and enhance learning.

Please see our 'Amberley 10 Top Teaching Tips' guide for below for further information.



Amberley's 10 Top Teaching Tips

1. What do you want the children to *take-away* from the lesson? (What is the key new piece of learning?)
2. What prior knowledge needs unpicking before new concepts are introduced? What retrieval practice strategies will you use to do this?
3. What small steps will your lesson take?
4. What common misconceptions will I unpick within the teaching session?
5. What will I model and how? (E.g. worked examples).
6. What questioning techniques will I use?
7. What will the guided practice look like? (What scaffolds will be in place?)
8. How will I check for understanding throughout the lesson and for all pupils?
9. What does the independent practice look like?
10. How will I check for understanding further? Can children articulate the take-away of the lesson?



As a result of high quality effective teaching, comes effective learning. We believe high quality learning is achieved when our pupils are:

- Enthusiastic, attentive, responsive and on task.
- Approach learning with a Growth Mindset.
- Resilient and recover quickly from setbacks and disappointments.
- Immersed in a learning environment where pupils feel safe, valued and sufficiently challenged.
- Aware of classroom and school golden rules and routines and comply with them.
- Talking confidently and asking probing questions.
- Confident in asking for help and support.
- Aware of what they do well and know what they need to do in order to improve.
- Producing work of a high standard.
- Knowledgeable about their learning.
- Independent learners who stay on task and have a range of self-help strategies.
- Confident in helping their peers to learn.

At Amberley, we are committed to providing challenge for **all** groups of learners in order to enable them to succeed and reach the highest level of personal and academic achievement possible. We believe pupils will achieve this if we encourage them to learn in a variety of ways, with carefully structured activities that are matched to ability.

We want to develop an awareness and belief that all learners have the right to be challenged and we strive to develop children who are resilient and engaged learners who understand the need for challenge to progress. We aim for children to have a Growth Mindset towards their learning. We want the children to be able to celebrate mistakes as we can learn from them and for them to realise the power of 'yet'. Our aim is to develop a curriculum that is broad and balanced and provides effective challenge and a learning environment where children are encouraged to take risks and work hard to succeed.

The Curriculum

At Amberley, we believe in a curriculum which fosters curiosity, questioning, critical thinking and investigation. Our curriculum is broad and balanced with a focus on high quality vocabulary and a thirst for knowledge.

Each year group produces a LTP - a long term plan jigsaw which details the topics we cover in each subject.

Each year group also produces a MTP for most foundation subjects – a medium term planning web which displays our topic title or enquiry question and an engaging hook to learning which we use to begin our topics. The 3 headings of 'intent, implementation and impact' allow us to plan what we want our children to learn, how we will achieve that via a carefully thought out sequence of lessons and how we will know whether it has been achieved or not. It also details the subject specific and transferable vocabulary from the unit as well as how SMSC is addressed throughout the topic.

We also produce knowledge organisers for pupils in KS1 and KS2. These KOs provide a flavour of the learning that is to take place that half-term in the subject with key information and is sent home prior to the topic beginning so that children can learn key facts and explore the vocabulary prior to the topic beginning. They also use these KOs in school and refer back to them throughout the topic. All of these documents above can be found on our school website.

Curriculum Clinics

The Teaching and Learning holds a termly 'Curriculum Clinics' with year groups. The focus of these clinics is to be decided by the T&L lead, however past foci have included: assessment; promoting enquiry-based learning; ensuring balanced objective coverage across key stages; planning for a new Geography and History curriculum across school and meeting with subject leaders to discuss their role in monitoring, supporting, guiding and raising the profile of their subject in school.

We also work closely with our School Council to hear their views and opinions and conduct pupil interviews throughout the year to assess pupil voice and where changes to our curriculum can be made and how much knowledge our pupils are retaining.

Monitoring and assessment of pupil attainment and progress (both formative and summative) is recorded through our assessment tool, Sonar Tracker.

The Learning Environment

We believe that the learning environment makes a significant contribution to the quality of education we provide. At Amberley we aim to provide a rich, stimulated and attractive learning environment that allows pupils to develop their skills and abilities to their full potential and where they feel safe, valued and sufficiently challenged. We expect all classrooms to reflect fully the values of our school and the things we consider to be important. We believe that the environments that staff create are key in instilling our shared values in our pupils and clearly demonstrate we are willing to expect of ourselves what we expect of the children. At Amberley we provide well ordered, effective learning spaces that celebrate the learning of all, allow children to move and gather resources freely and work in collaboration in order to support their independent learning. SLT conduct an initial impressions learning walk annually in late September / early October to monitor this and share good practice. We also understand the concept of cognitive overload for pupils and thus ensure that the area at the front of the classroom behind our interactive screens are clear.

The Role of all Stakeholders

Role of the Governing Body

The governing body has:

- Appointed the DHT to be the Teaching and Learning lead. Both the DHT and the AHT work closely alongside one another in regards to teaching and learning across the school.
- Delegated powers and responsibilities to the HT to ensure that all school personnel and stakeholders are aware of this policy.
- Responsibility for ensuring that the school complies with all Equalities legislation.
- Nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with any prejudice related incident or incidents which are a breach of this policy.
- Responsibility for ensuring that this policy and all policies are maintained and updated regularly.
- Responsibility for ensuring that this policy is made available to parents.
- Nominated a link governor(s) to visit the school regularly to liaise with the HT and DHT and to report back to the governing body.
- Check teaching methods in light of health and safety regulations.

Role of the Head Teacher

The Head Teacher will:

- Ensure all school personnel, pupils and parents are aware of and comply with this policy.
- Work closely with the DHT as Teaching and Learning lead and link governor(s).
- Provide leadership and vision in respect of equality.
- In conjunction with the DHT, ensure a continuous professional development programme is in place for all teaching and support staff in order to develop teaching and learning throughout the school.
- Ensure teaching staff have their statutory planning, preparation and assessment time.
- Ensure that all teaching and support staff are line-managed.
- Arrange professional development meetings throughout the year.
- Ensure all lessons are free from unnecessary interruptions.

- Monitor teaching and learning across the school by:
 - Lesson visits
 - Learning walks
 - Analysis of performance and intervention data
 - Questioning of pupils
 - Book looks
 - Professional development meetings
 - Consulting parents
 - Analysing and comparing pupil performance data with school and national data.

Role of the Teaching and Learning Lead

The Teaching and Learning Coordinator will:

- Produce and follow a termly monitoring and evaluation overview plan across the school (eg book looks, learning walks, pupil voice)
- Lead termly curriculum clinics with staff
- Ensure that the school is teaching a broad and balanced curriculum, where curriculum coverage is spread appropriately across year groups and pitched appropriately.
- Work with all school stakeholders to ensure their professional needs are met.
- Organise whole school INSET and CPD.
- Work closely with the HT and link governor(s).
- Keep up to date with new curriculum developments and resources.
- Produce a termly whole school data picture for Reading, Writing and Maths.
- Ensure and support subject leaders in providing an annual data picture of achievement in their subject from Y1-Y6.

Role of Subject Coordinators

Subject coordinators will:

- Comply with all aspects of this policy.
- Monitor and evaluate the quality of teaching and learning for their subject.
- Report the main findings of monitoring to teaching staff and the Head Teacher.
- Attend appropriate training sessions and CPD relevant to their subject and where appropriate, deliver to staff.
- Provide an annual data picture of achievement in their subject and actions going forward.

Role of Class Teachers

All teachers will:

- Adhere to the Teaching and Learning policy.
- Plan lessons which are challenging, interactive, engaging, of a good pace and have a clear structure and progressive nature.
- Will plan lessons which include support and challenge

- Inform parents each term at Parents' Evening how they can support their child at home and of their child's reading, writing and maths progress and attainment
- Provide annual written pupil reports during the summer term.
- Host 'Back to School Meetings' in September for parents and then parental curriculum workshops across the year.
- Set regular homework for pupils (predominantly online via Seesaw).
- Follow the 'Amberley 10 Top Teaching Tips' handout following on from teaching and learning CPD
- Attend and contribute to weekly CPD that is delivered.

Role of the Pupils

Pupils will be encouraged to be effective learners by being:

- Enthusiastic, attentive and responsive.
- Resilient.
- Hardworking.
- Respectful to others.
- Collaborative with their peers.

Role of Parents/Carers

Parents / Carers will:

- Be aware and comply with this policy.
- Be asked to take part in periodic surveys conducted by the school.
- Ensure regular and punctual attendance.
- Ensure correct school uniform and PE kit is worn at all times.
- Support the school Code of Conduct.
- Notify the school if there are matters outside of school that may affect a child's behaviour or performance.
- Notify school on the first day (and by 10.00am) of pupil absence.
- NOT have holidays during term time.
- Be encouraged to support their children at home and with homework tasks.
- Be encouraged to take an active role in the life of the school by attending:
 - Parents evening
 - Back to school meetings
 - Curriculum workshops
 - SEND reviews
 - Class assemblies
 - Fundraising and social events

Volunteers

Voluntary helpers are a valuable resource and we welcome their involvement in the classroom. All volunteers and visitors are provided with a Safeguarding leaflet before commencing work with children and must be DBS cleared.

Raising Awareness of this policy

We will ensure that this policy is circulated to all school personnel and it will also be available on our school website for parents/carers.

Linked Policies

- Feedback and Assessment policy

All school staff have read and agreed to this policy.

Updated May 2023