



## **TEACHING AND LEARNING POLICY**

### **Introduction**

Providing high quality learning experiences is the prime function of Cavendish Primary School. We recognise that this central purpose needs to be underpinned by excellence in teaching which ensures the necessary levels of engagement, motivation, support and challenge that our learners require to reach their potential.

### **Aims**

- To maximise the rates of progress and the standards achieved by all our learners
- To ensure high expectations and promote excellence and enjoyment in learning in order to best prepare our pupils for their next stage of education and beyond  
To develop, maintain and deepen positive learning attitudes which are underpinned by our core values of kindness, integrity, resilience and curiosity

### **Objectives**

- To implement a broad, balanced, meaningful and relevant curriculum which best meets the needs of our school community
- To help pupils develop the necessary skills, knowledge and understanding to become self-directed and life-long learners
- To maintain a central focus on the development of literacy and numeracy skills and the social emotional and physical aspects of learning, while providing a high quality wider curriculum
- To provide learning experiences which meet the individual needs of all pupils
- To ensure that the recruitment, retention and continued professional development of the teaching staff leads to excellence in teaching

### **Main Responsibilities**

#### **Governors**

- Supporting and challenging the school's leadership in order to help recognise and acknowledge success and identify areas for improvement
- Using the school's performance data and monitoring information to gain an accurate understanding of how well pupils are achieving
- Helping to ensure that the school aspirations are sufficiently challenging
- Checking that the school meets its statutory responsibilities in terms of the implementation of National Curriculum requirements
- Understanding any barriers to learning and what the school is doing to overcome them
- Monitoring the impact of the School Improvement Plan

### **The School's Leadership Team**

- Establishing and communicating a shared understanding of high quality teaching and learning based on a secure evidence base
- Ensuring that effective teaching and learning is central to the school's shared vision for improvement
- Leading the development of this policy, monitoring implementation and evaluating impact
- Providing continued professional development for all staff to enable them to deliver high quality education
- Leading the development of the school curriculum according to the needs of our school community

## **The School's Leadership Team – Continued**

- Monitoring and evaluating the quality of learning and teaching and the curriculum throughout the school and reporting outcomes to stakeholders as appropriate
- Interrogating, analysing and evaluating school performance data
- Ensuring all teachers receive a thorough appraisal of their performance according to school policy
- Inspiring teachers to improve their practice and achieve fulfilment in their role
- Motivating, supporting and challenging colleagues in order to help remove any barriers for teachers in meeting the National Teaching Standards
- Encouraging parents and carers to become actively engaged in their child's learning e.g. by promoting our learning ethos and values and sharing relevant information
- Learning from best practice e.g. by engaging with Hounslow Education Partnership and other schools
- Actively promoting the school's core values of kindness, integrity, resilience and curiosity

## **All Teaching Staff**

- Maintaining high expectations of all learners and taking full responsibility for the education of the pupils in their care
- Planning, delivering and evaluating effective teaching and learning within the framework of the school's curriculum
- Developing good subject knowledge across the curriculum
- Ensuring lessons engage, motivate, support and challenge the pupils
- Employing a variety of teaching strategies to match the purpose of the learning activity
- Using a range of strategies to assess pupil performance and plan for the next steps in learning with an emphasis on giving explicit and direct feedback
- Accurately reporting on the attainment and progress of the learners
- Liaising with colleagues, including SEND specialists, to ensure that quality first teaching meets the needs of the pupils
- Directing and overseeing the contribution of teaching support staff
- Keeping up to date with evidence based educational research to improve educational outcomes, e.g. Education Endowment Foundation
- Empowering the pupils to develop metacognitive strategies to help them to make appropriate choices about their learning
- Ensuring an inclusive learning environment
- Encouraging parents and carers to become actively engaged in their child's learning e.g. by keeping parents and carers informed about what their children are being taught and their progress
- Actively promoting the school's core values of kindness, integrity, resilience and curiosity

## **Learners**

- Developing and maintaining positive learning behaviours and attitudes
- Knowing, understanding and living up to the school's core values of kindness, integrity, resilience and curiosity
- Working to the expectations of their teachers

## **Parents and Carers**

- Ensuring that their children attend school regularly and arrive on time
- Taking an active interest in and contributing to the development of their child's learning
- Supporting the school's inclusive learning ethos and the core values of kindness, integrity, resilience and curiosity

## **Pedagogy and Delivery**

In order to meet the needs of all the pupils, we recognise the value of providing an appropriate sequence of learning opportunities which enables learners to embed and apply knowledge and skills and deepen understanding. This will be considered and planned with regard to the school's mission to Engage, Motivate, Support and Challenge and cognitive model which is based on Bloom's Cognitive Taxonomy and uses the key terminology 'Knowing and Remembering,' 'Using and Applying' and 'Deepening Understanding' to describe the learning process. Teachers will also need to employ appropriate questioning strategies to support children's learning journey towards a greater depth of understanding and promote and encourage the development and application of thinking skills.

As some children are likely to progress through their respective learning journey at different rates, some learning activities may need to be differentiated in order to meet the needs of learners who are able to grasp skills, knowledge and understanding more rapidly or those who require further practice.

In accordance with the research outcomes of educationalists such as Carol Dweck, all learners will be encouraged to develop and maintain a 'Growth Mindset' where they believe and understand that:

- Their capacity to gain knowledge, skills and understanding can be transformed through guidance, opportunity and practice
- Progress in learning is optimised when the experience is appropriately challenging
- Making and trying to address/fix errors is an important and necessary part of the learning process

All teachers will ensure that praise and reward for the learners are always given in direct proportion to effort.

## **Monitoring and Evaluation**

Teaching over time will be deemed to be of high quality i.e. at least good, when we find learners:

- With a clear understanding of the lesson
- Actively engaged and motivated
- Appropriately supported and challenged
- Responding to questions which help to reinforce and deepen understanding
- Responding positively to praise and encouragement
- Drawing on prior knowledge, understanding and experiences to support their learning
- Having opportunities to make decisions about their learning
- Applying thinking skills e.g. making meaningful connections with other subjects
- Receiving and acting on prompt and explicit feedback
- Taking pride in their learning and producing good quality outcomes
- Evaluating their own progress in learning
- Striving to meet or exceed their own and their teacher's expectations
- Securing rates of progress and levels of attainment appropriate to their age and individual needs

## **Addressing Achievement Gaps**

Where an achievement gap between specific groups of pupils has been identified at class and whole school level, agreed strategies will need to be employed with the objective to close any such gap.

This may involve:

- Reasonable and appropriate adjustments to learning activities
- The planning and delivery of specified learning interventions
- The deployment of additional resources
- Monitoring the impact of any interventions
- Rigorous monitoring of the impact of any of the strategies/interventions employed
- Other necessary internal/external support including professional development opportunities
- Liaison with other schools/agencies in order to identify and learn from best practice

### **Inclusion, Equal Opportunities and Personalisation**

In accordance with the school's inclusive practice, all members of the school community will have unique contributions to make, which may be derived from or expressive of their gender, physical, emotional and/or learning needs, sexuality, ethnic, cultural, religious, social and economic backgrounds. These contributions and differences should be used to enrich the learning experiences of the whole group and promote an inclusive educational setting. We recognise that this will not necessarily mean treating all children 'equally' or result in every child achieving the same way. The promotion of equal opportunities and inclusion focuses on tackling barriers to learning in order that all pupils can fulfil their potential.

### **Assessment for Learning**

Assessing, recording and reporting on the pupils' progress, achievements and attainment is an integral part of successful teaching and learning. Assessment reveals the knowledge, understanding, skills and concepts children have acquired and enables teachers to make informed decisions about future learning experiences which can best meet the needs of pupils. Assessment also plays a vital role in identifying those pupils who require special provision, for example those with Special Educational Needs and/or those who have English as an Additional Language.

In accordance with our Assessment for Learning Policy, teachers will be responsible for ensuring that they:

- Use assessment strategies as an integral part of planning, teaching as learning
- Facilitate a clear understanding of success criteria among the learners
- Manage feedback in a prompt, explicit, sensitive and constructive way, which ensures that learners know how to improve
- Develop the capacity of children to engage in successful self and peer assessment activities
- Provide recognition of all educational achievements

### **Continuing Professional Development**

The school is committed to the professional development of its staff and will use a range of strategies to ensure that this aspect of school improvement has a significant impact on the outcomes achieved by our learners within the capacity of the school's resources.

These include:

- Delivery of regular school based INSET linked with the school's improvement priorities, e.g. training delivered by subject leaders
- Use of the performance management processes to identify and plan for the professional development of individual teachers and teaching assistants
- Access to appropriate courses and meetings organised and delivered by external providers including the Local Authority
- Opportunities to engage in learning opportunities with colleagues within and beyond the school
- Dissemination of relevant and salient educational initiatives and developments

### **Conclusion**

The school is determined to ensure that our pupils' chances of educational success are not restricted by their socio-economic background, gender or ethnicity. It is therefore imperative that learning and teaching opportunities meet the needs of the individual and are underpinned by an expectation that all learners will achieve high standards. Central to these aspirations is an understanding of how to learn, apply thinking skills, take risks and manage change. Teachers have a responsibility to use their skills and knowledge to plan and resource learning activities that engage children and enable them to achieve positive outcomes.