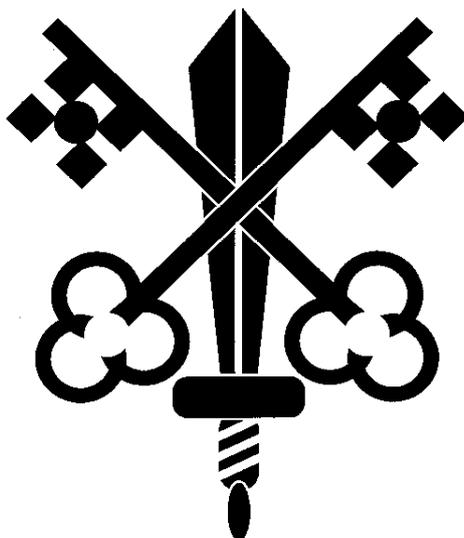


**RUSTINGTON  
COMMUNITY  
PRIMARY  
SCHOOL**



**Learning & Teaching Policy**

**Signed Chair of Governors: .....**

**January 2016**

## Introduction

This policy shares the aims, principles and strategies for learning and teaching at Rustington Community Primary school. Every learner will receive a high quality education throughout their schooling regardless of their circumstances, age, background or ability.

*'To learn is to acquire knowledge, skill and understanding through experience, investigation, study and being taught'.*

## Principles

Learning and Teaching is a process of co-operative teamwork and welcomes and encourages the involvement of parents and others in the community. All members of the school community, (teachers, teacher's assistants, parents, pupils and governors), work towards the school's aims by:

- regarding children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships
- providing a well-ordered and stimulating environment
- offering equal opportunities in all aspects of school life
- encouraging, praising and positively re-enforcing good relationships, behaviour and learning
- working as a team

## Aims & Objectives

Our aims for Learning and Teaching are that all children:

- will be tolerant and understanding
- develop a responsible and independent attitude
- achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness

At RCPS we will ensure that all learners benefit from teaching and learning that is at least good or better to ensure that progress is at least good or better. We will provide a basis for monitoring, evaluating, and reviewing teaching and learning. We will ensure that all teachers are given feedback on their strengths and areas for development within their teaching and, where necessary, set targets for improvement. All opportunities where necessary will be provided for teachers to collaborate and develop cohesive approaches across the school.

## Expectation

- All lessons must be planned with the level of the learners being the foremost consideration
- All books must show evidence of pupils responding to written feedback given and developing their learning as a result
- All learning environments must be safe and behaviour should be managed
- All lessons must offer suitable challenge and support for all learners

- All learning should be regularly assessed and future teaching adjusted accordingly
- Homework should be set in accordance with the school homework policy

## Strategies

- Teachers are expected to base their teaching on secure knowledge of the curriculum
- Teachers are expected to teach effectively the basic skills of the core curriculum
- Lesson planning should have clear learning objectives expressed in the knowledge, skills, understanding that the learners need to acquire
- Teaching should challenge and inspire learners of all ability levels
- Teachers should set high expectations with reference to the school values
- Teachers should encourage a '*Growth Mindset*' mentality in learners
- Teachers should use an appropriate range teaching methods to enable all learners to learn effectively

## Quality of Teaching & learning

Each term SLT & curriculum leaders will judge and subsequently develop the quality of teaching and learning. This will occur over a period of 3 cycles over the course of an academic year. During this process lessons will be observed and evidence forms will be completed. The information required for the evidence form can be found on lesson learned ([www.llo.org.uk](http://www.llo.org.uk)). Lessons learned tracks improvement in Teaching and Learning. Development points/actions will then be detailed and shared with the practitioner. To develop bespoke CPD and track trends in strengths/action points, curriculum leaders will collate the strengths and developments in curriculum action plans and reports. Where targets are not met, additional observations and support will be given by SLT to that curriculum area.

SLT will also ensure that the quality of teaching is frequently reviewed on an ongoing basis. Teaching observations (Week in the Life of - WILOs) will be carried out by the SLT under the direction of the Headteacher. WILOs will be carried out on a half termly basis with the year group to review chosen by the Headteacher.

## Self evaluation of Teaching

Teachers have access to lesson learned which allows them to complete and evaluate their lesson using the same guidance as curriculum and senior leaders. The process of self and peer reflection is promoted continually so as to ensure RCPS staff are reflective practitioners.

## Outcomes

We believe that this will result in learners who: acquire successfully new knowledge, skills and understanding; apply intellectual, physical or creative effort to their work; are productive and work at good pace; show interest in their work; sustain concentration; and think and learn for themselves. They will also understand what they are doing, how well they have done and how they can improve. As a result learners' progress will be at least good or better.

## **Additional Information**

The teacher's role is to meet individual needs through planning and preparing for stimulating learning. They should make use of prior attainment data and SEND information to inform teaching and learning. This can be seen in seating plans, differentiated tasks and resources applied appropriately.

SLT will ensure that planning is monitored through regular scrutinies. SLT will ensure that planning correlates with the short, medium and long term targets that staff will be working towards to ensure development of teaching and learning.

Teachers should teach lessons appropriate to the age of the learner. Teaching styles and classroom environments should cater for different learners. There is no preferred style of teaching at RCPS and teachers should use whichever methods they find to be most effective based on the progress of students and current educational research. Opportunities to promote Social, Moral, Cultural and Spiritual (SMSC) should be taken in all subject areas to enhance the wider learning experience of the learners.

The use of ICT should be applied where appropriate with a view to allowing learners to access learning beyond school as well as during the school day. While lessons are not bound by set criteria, they should contain the following:

1. Evidence of progression over time
2. Higher level questioning where appropriate
3. Differentiation of resources, tasks and delivery
4. Consistent behaviour management techniques
5. Positive reinforcement of good attitude and progress
6. Rewards

## **The learning environment**

The classroom and whole school environment at RCPS should inspire positive behaviour for learning. The classroom environment must be based upon the following:

1. Organised and tidy surroundings
2. Promotion of behaviour for learning,
3. Modelling of high aspirations through the reinforcement of the schools values
4. Motivation and promotion through the *Growth Mindset* ethos of the school
5. Promotion of SMSC through discussion and tasks

## **Assessment**

Work will be assessed in accordance with the school's Marking Policy.

## **Homework**

Homework is set regularly and promotes enhanced learning by the learner. Homework should also encourage the following:

1. Discussion between home and school regarding the individual's learning
2. Opportunities for deeper learning through research

3. Bridging points to the next learning experience
4. Enrichment of understanding

While homework approaches may differ slightly between phases and for SEND children the overriding principles listed above are consistent across the school.

## **Collaboration**

It is vital that whole school teaching and learning develops continually. There is a weekly collaborative staff meeting whereby teaching staff have a chance to learn from best practice, develop planning and work with other year groups to improve practice. As part of this collaboration, each member of staff has an opportunity to share best practice with colleagues once a term from across the Schoolsworks Trust network.

## **How this policy will be used:**

We intend to use our policy to:

- communicate the ethos and practice of the school
- provide a framework for expectation, monitoring and evaluation of practice

## **Review Dates**

Annual review – At the beginning of an autumn term.

Review - Summer term 2016

