



Godolphin Primary School Teaching and Learning Policy

Equality Impact Assessment

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken. *	✓
The EIA has not identified any conflict with the Trust's co-operative values and the Church Schools' values.	✓
Adjust the policy to remove barriers identified by the EIA or better promote equality.	✓

*Inclusive of protected characteristics

Provenance	Date
Implementation	October 2022

Review Date
Next review: October 2023

INTENT

Our aim is to enable our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. We aim to promote a learning culture so that pupils engender a love of learning and the desire to continue to learn. We aim to give our pupils every opportunity to succeed.

Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

BEHAVIOUR FOR LEARNING

At Godolphin we understand that there is a very strong relationship between behaviour and learning; children learn better in an ordered and positive environment. Equally, children who are stimulated and engaged in their learning through high quality, effective teaching, and children who have their progress and achievements recognised will feel valued and motivated to achieve more.

EFFECTIVE LEARNING

Research tells us that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning and develop resilience, and know that they will succeed.

All teaching will be structured to maximise learning opportunities, and lessons will be planned in accordance with the following principles: the teaching should build on previous learning; it should give pupils the 'big picture' of the lesson; the teacher should explain the learning objectives, and why the lesson is important; the children will understand what they need to do to be successful; the lesson should be presented in a range of styles; it should allow opportunities for the pupils to build up their own understanding through various activities; it should allow opportunities for the children to review what has been learnt; it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies; children should have the opportunity to self-assess; the teaching should indicate what the next step in the learning will be.

EFFECTIVE TEACHING

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children.

TEACHING STRATEGIES AND STYLES

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- teacher observation;
- discussion and questioning (open and closed as appropriate);
- reactivate prior learning and make explicit links;

- didactic teaching;
- interactive teaching;
- conferencing;
- listening;
- modelling;
- providing opportunities for reflection by pupils;
- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal and non-verbal;
- exposing children to high quality language and resources.

Activities should show a balance in terms of individual, group and whole class work.

CURRICULUM

At Godolphin we offer a broad and balanced curriculum, alongside giving pupils a range of rich and purposeful learning experiences. Our curriculum has been developed to ensure that pupils are not only able to reach their best academically, but also to develop their love for learning and for pupils to discover their unique potential. We aim for all of our pupils to have a positive image of themselves, to be responsible learners, strive to be the best they can be and never to be afraid of making mistakes.

The curriculum is designed to: recognise children's prior learning, provide first hand learning experiences and allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Godolphin's focus on curriculum development is carefully designed to ensure coverage and progression. The ability to learn is underpinned by the teaching of skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. Our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow. Linking our subjects to previous learning means that skills and knowledge will be embedded in our children's long-term memory.

We follow the National Curriculum (NC) so that children are provided with an opportunity to experience a broad and balanced curriculum.

Due to our mixed aged classes and varying numbers in each year groups our class structure is evaluated yearly, therefore our long-term curriculum planning is reviewed yearly. We take into account the needs and characteristics of the cohort, the children's experiences and prior learning as well as current local and global contexts.

Whilst the core subjects are taught on a regular basis the foundation subjects may sometimes be taught as blocks of work over a matter of weeks.

This programme is regularly reviewed to ensure compatibility with new directives or to make necessary improvements to the existing programme of work.

LEARNING ENVIRONMENT

When pupils are at school, learning will take place in classrooms, the hall, outdoor spaces and the cabin. These spaces will be kept safe, tidy and ready for pupils to use them. They will be arranged to promote learning through:

- clearly labelled, comfortable and attractive areas that are centred around children's learning;
- displaying resources on working walls to support what children have previously learned;
- accessible resources for learning such as books, worksheets, maths resources and other equipment;
- a seating layout that allows everyone to see the board and participate in the learning;
- displays that celebrate and support pupils' learning.

RESOURCES

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

The use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

Time is a resource that we value. To maximise its use:

- opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives;

- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities;
- all children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.

Computing is a major resource, which is used across the whole curriculum.

DIFFERENTIATION

Teaching and learning at our school takes the backgrounds, needs and abilities of all pupils into account.

We 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);
- pupils with socio-economical disadvantages;
- pupils that are working at greater depth.

We use a range of strategies to enable us to differentiate effectively, including:

- deploying support staff effectively to provide extra support or interventions;
- working with our SEND Coordinator (SENDCO), our pupils with SEND and their parents to establish the appropriate level of material to support these pupils to make good progress;
- providing writing frames and word banks;
- pre-teaching vocabulary, subject matter and concepts;

See SEND policy for additional information.

FEEDBACK FOR LEARNING

Godolphin School embraces the concept of 'Assessment for Learning':

- Explicit learning intentions are planned for
- Learning objectives are shared with the pupils
- Pupils are helped to know and to recognise the standards they are aiming for
- Pupils are involved in self-assessment and peer assessment
- Pertinent feedback is provided to pupils to enable them to recognise their next steps in learning and how to take them. They are expected to respond to this and teachers will check that this is happening on a regular basis.
- Both teachers and pupils are involved in reviewing and reflecting on assessment data

PRINCIPLES OF MARKING

1. Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.
2. Whenever appropriate/possible, teachers should provide individual verbal feedback to children.
3. The marking of children's work, either written or verbal, should be regular and frequent, usually daily.
4. The emphasis in marking should be on a child's achievement/progress.
5. Teachers should identify strengths, with a greater focus on next steps in order to move learning forward.
6. Marking should be linked to learning targets/next steps.
7. Teachers should look for opportunities to provide positive public feedback to children concerning work which is a high achievement for them.
8. Marking procedures and marking standards should be consistently applied across the key stage/school.
9. Children should have access to the marking/success criteria and understand the meaning of the marks/markings they receive.
10. Marks should be used to inform teacher's judgements concerning children's progress and to inform teacher records and reports.

ASSESSMENT, RECORDING AND REPORTING

We will track pupils' progress using a combination of formative and summative assessment through ongoing formative assessment, and summative assessment at the end of each term. We will provide verbal reports using these assessments at parents' evenings in the Autumn and Spring terms. Pupils will receive a written report annually.

MONITORING AND EVALUATION

We will monitor teaching and learning in our school to ensure all of our pupils make the best possible progress from their starting points. Senior leaders and curriculum leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- regular learning walks
- work scrutinises
- pupil progress meetings
- pupil conferencing
- moderation