



Coatham Church of England
Primary School

Teaching and Learning Policy

COATHAM CE PRIMARY SCHOOL



“Learn not for school, but for life”

We are a supportive church school community where every individual is accepted, their interests encouraged, and where everyone is supported to learn to believe in themselves.

Through varied and creative learning experiences, we want our children to be successful and resilient, now and in their future, both in this unique community and further afield.

Our Christian values of Friendship, Respect and Fairness run through all of our teaching and learning and help us to understand that we can all make a positive difference to our world, as we love our neighbours as ourselves (Matthew 22:39).

This policy should be read in conjunction with:

Safeguarding Policy

Assessment Policy

Marking Policy

Behaviour Policy

SEN Policy

EYFS Policy

AIMS

To ensure that the children at our school are provided with high quality learning experiences which

lead to a consistently high level of pupil achievement in terms of academic and development of moral, physical and cultural awareness.

To encompass the whole of what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well managed learning environment in which the individual needs of each child can be met.

To value diversity and to actively ensure inclusion

TEACHING AND LEARNING

At Coatham, we believe that good teaching and learning happens on a minute-by-minute basis because of:

- Inspirational Teachers and TAs who teach to need
- Relentlessly high expectations from all staff
- Supporting all children and all of their needs
- Purposeful, exciting, and interactive activities
- Ensuring that learning activities have access and opportunities for all
- Constructive focussed feedback, as part of tight AfL cycles, used by reflective practitioners
- Ongoing summative and formative assessment, through effective questioning

- Staff with strong knowledge and skills, consistently developed through good quality and up-to-date CPD and staff-to-staff support
- Preparation and organisation
- Identifying context and purpose to embed learning
- High expectations of behaviour and the promotion of independence, resilience, and self-help skills
- Engaging with parents and carers in their children's learning
- Celebrating achievements

WE BELIEVE THAT CHILDREN LEARN BEST WHEN THEY:

Are happy

Are interested and motivated

Achieve success and gain approval

Are given tasks which match their ability

Clearly understand the task

Are confident, feel secure and are aware of boundaries

Are challenged and stimulated.

TEACHING AND LEARNING CYCLE

At Coatham, we consider it self-evident that a well-structured and intelligently used cycle of planning-teaching and learning-marking-assessment-feedback-planning, is the key to

ensuring that all of our children have success. This model can be considered as:

A Planning: based on assessment (AfL) from previous session

B Planning sets out clear sequence of pre-teach, differentiated groups and support, tasks with tight Learning Objectives and Success Criteria

C Marking and Assessment for Learning/Next Steps and Gap Analysis completed with commentary on groups and individuals, against the success criteria

D Assessment informs written/verbal feedback, catchup sessions, and planning of activities and groupings for the next session.

RELATIONSHIPS

We consider it vital that the relationships of staff with children and families are as strong as possible and built on mutual respect. Systems across school work to strengthen this, particularly:

- A Well-Being Team and behaviour monitoring
- B Termly Consultation Days, Reports, and open Days, and Access for parents/careers to meet with staff before and after school
- C School Parliament, monitor and club roles for children

TEACHING AND LEARNING STRATEGIES

1 Differentiation should be used as and when appropriate to ensure that all children learn and progress to their best ability. This will take the form of:

Differentiation through resources

Differentiation through support

Differentiation through outcome/expectation

Differentiation through time: pre-teach and catch-up sessions

2 Strategies which appeal to the different interest, enthusiasms, and preferred learning styles of the children through different approaches should be used to introduce and to deepen learning; particularly the strategies of Pie Corbett and Paul Ginnis. These should form part of a clear teaching and learning sequence.

3 Cross-Curricular Teaching: a lead topic each half-term will allow for cross-curricular teaching. A medium-term plan each half-term allows Class Teams to ensure that all subject areas link together and have full coverage over the academic year. A particular focus of this approach is cross-curricular writing/writing for a purpose.

4 Focus on vulnerable learners: all staff know all children in their class who may be vulnerable at any particular time, especially children on the SEN register, children in receipt of Pupil Premium, EAL children, CP children. Children on the SEN register (School Support or EHCP) have a Provision Map detailing their needs and additional provision

5 IT: IT resources in school are used wherever possible to support and to enliven learning. Our key IT resources are ipads, ipad minis, laptops, Interactive Smart Boards

6 Resources: Good teaching and learning at Coatham is supported through effective resources, especially prompt cards and checklists, and classroom displays which provide scaffolding for aspects of learning key to the year group.

7 Questioning: Staff use focussed questioning to elicit understanding, deepen learning, and extend understanding

NATIONAL CURRICULUM

We ensure that all of our children access all of the National Curriculum, EYFS Curriculum, and LA Scheme for RE, to which they are entitled.

INFORM, EDUCATE, ENTERTAIN