

## Platt CE Primary School Teaching and Learning Policy



The minimum expectation for the quality of provision in each class is **good**, management action including coaching and individual support will be offered to staff working below this level of provision.

### Rationale

At our school we want to promote lifelong learning. We expect that the children will learn respect for others, resilience in dealing with life's challenges and will be responsible for their own actions. We celebrate the success of all the children and will always endeavour to seek new ways to improve the quality of learning opportunities for our children.

**Platt's tools** underpin how we teach and ensure good progress. These are shared in lessons and discussions:

<b>P</b>	<b>Persevere and build resilience (Sticky tape)</b>	<ul style="list-style-type: none"> <li>• <b>Concentrate</b></li> <li>• <b>Keep going</b></li> <li>• <b>Try another way</b></li> </ul>
<b>L</b>	<b>Love to learn (Key)</b>	<ul style="list-style-type: none"> <li>• <b>Ask questions</b></li> <li>• <b>Use what you know</b></li> <li>• <b>Celebrate achievement</b></li> </ul>
<b>A</b>	<b>Always be brave and learn from mistakes (Hard hat)</b>	<ul style="list-style-type: none"> <li>• <b>Try new things</b></li> <li>• <b>Ask for help</b></li> <li>• <b>Believe in your own ideas</b></li> </ul>
<b>T</b>	<b>Tickle your curiosity (Magnifying glass)</b>	<ul style="list-style-type: none"> <li>• <b>Ask questions</b></li> <li>• <b>Look around you and explore</b></li> <li>• <b>Discover new things</b></li> </ul>
<b>T</b>	<b>Together as a team (Super glue)</b>	<ul style="list-style-type: none"> <li>• <b>Share with others</b></li> <li>• <b>Be kind when you disagree</b></li> <li>• <b>Be open to other ideas</b></li> </ul>
<b>'S</b>	<b>Strive to improve (Tape measure)</b>	<ul style="list-style-type: none"> <li>• <b>Know your next steps</b></li> <li>• <b>Don't compare yourself to others</b></li> <li>• <b>Try to improve on last time</b></li> </ul>

### **We believe that in every lesson:**

- children are content and secure and are able to experience a sense of achievement
- children understand what they are learning and what success will look like – the objectives are shared with children
- everyone is included and all needs are met - provision is inclusive and lessons differentiated well
- all children learn and make good progress - children achieve
- all children face an appropriate degree of challenge
- children with AEN/SEN are supported well
- activities are pitched to match children's skills, knowledge and understanding - we use where the children are as a starting point for learning.
- the pace promotes high performance and allows thinking time
- activities are fit for purpose - activities are carefully chosen to optimise learning

- active learning is promoted through a variety of tasks
- children have opportunities to improve and move forward
- children have opportunities to be independent in their thinking and learning, make choices and take risks
- children are engaged and motivated
- behaviour is good and any inappropriate behaviour is dealt with effectively
- adults and children have high expectations
- misconceptions are dealt with and are used as opportunities for learning
- resources are accessible, selected carefully, are appropriate and of a high quality
- teaching assistants and other adults are deployed well and impact positively on learning
- children receive effective feedback enabling them to improve their performance and have opportunities for self-evaluation and reflection



## **The Classroom**

The classroom should promote effective learning. We expect that all children will experience consistently high quality learning environments. We expect that every aspect of the classroom should promote learning.

**Consequently we do not expect to see anything in classroom that is not related to the children's learning experience**

### **Consequently at our school we expect that every classroom must have:**

- Class rules/ traffic light system (red, amber, green and gold)
- Example of school handwriting style A-Z (this is an agreed cursive script, see appendix)
- Class weekly planning available in the class folder
- Reading/Book Area
- Maths Area
- Role Play (speaking and listening area) – (EYFS and Year 1)
- Writing Area (EYFS and KS1)
- Coming together area
- Creative Area (EYFS and KS1)
- Quality displays celebrating the children's work and interactive displays that relate to current learning,
- Working walls,
- Phoneme friezes (phases that are being worked on in that class),
- Number lines (or hundred square depending on the need),
- Globe or map,
- All classrooms will be clean, tidy and uncluttered. Everything in the room will promote learning, so we do not expect to see graffiti/ stickers on trays or anywhere else in the classroom,
- Everything should be stored in the correct storage units, children will be expected to tidy these away as part of the classroom expectation.

### **The Reading /Book corner should:**

- Promote an enjoyment of reading
- Be inviting
- Have somewhere to sit
- Have quality storage
- Have books in good repair

- Have an extensive range of books – fiction, non-fiction, picture books, encyclopaedias, comics, magazines, newspapers
- Have a variety of different books at different levels
- It should be clean and well kept
- Books written by the class and individual children
- Guided reading and home reading books are colour-coded to school's system (book bands) and these are different to the book area books.



## **Outside the classroom**

We expect...

### **Corridor**

- All surfaces are clean and uncluttered.
- There is no litter.
- Displays change every term.
- They reflect and celebrate learning that has taken place in the classroom.
- Coats, P.E bags and other items should be clear from the floor (to keep everyone safe), this is everybody's responsibility.

### **Communal Areas**

- Should always be left ready for the next teacher. We expect clear surfaces, no food left overs, PE equipment stored correctly and generally no clutter so that all children can use the hall in a clean and safe environment.

### **Playground**

- Should always be clean and tidy and safe for use.
- Equipment should be out ready for children to use and tidied away after each break.
- The member of staff on duty needs to be outside first to ensure that children are not left unsupervised.
- At the end of playtime staff need to be out on time to collect their class in an orderly manner.

## **Children's Work**

### **Children's Books/Folders**

- All teachers will be expected to use the agreed books/folders as laid down by the SLT annually
- Books and folders are ideally labelled using white stickers with first and last name, subject and year group. It must be legible and spelt correctly.
- Children will not embellish their books at all.
- English and Maths books have clear plastic covers.

### **Inside Books/Folders**

Every piece of work will have:

- Date

Amended by SLT on the 20/11/14

- Learning objective written by the child or typed and stuck in the book.
- Pencil for all maths work.
- Pen to be used for writing when children have appropriate handwriting skill.



## Assessment/feedback

All work must be marked according to the school marking policy.

## Planning for good progress: All planning should always be based on prior learning

- Links to class provision map & class profile of need.
  - Planning meets all learners' needs
- Variety of learning styles planned for.
- Clear links to prior learning and assessment for learning, evident throughout the lesson eg through mini-plenaries.
- Clear signs of peer support & peer assessment.
- Progression in learning evident throughout week.
- Plans are shared with other adults supporting the learning and all contribute to annotations relevant to the learning and next steps.

## Data

Teachers should know the children's next steps. Provision maps are a working document and are updated termly but can be reviewed at any time. These are used to support progress; interventions are reviewed at least termly. Pupil progress meetings take place termly (6 times) with the class teacher and a member of the SLT. Teachers should have their up to date data, provision maps and be able to talk about any child in their class.

Everybody is responsible for the learning of the children in our school and if we are aware of any child who is not making progress we **all have a responsibility** to identify this and to address the issue.