

Sherington Primary School Teaching & Learning Policy



Our Vision Statement

Sherington Primary School is an inclusive community. We place the child at the centre of all that we do. We strive to maintain the highest standards in an environment that is creative, stimulating, inspiring and enabling.

Aspire

- Motivating and exciting all to become life-long learners

Believe

- Developing the skills and confidence to foster self-belief

Create

- Engaging all learners through creative practice and personal reflection

Achieve

- Experiencing success and embracing future challenges

Our Aims

To place the child at the centre of all that we do.

To foster positive, supportive relationships with families and the wider community.

To provide models of excellence drawing on the expertise of our highly skilled team.

To provide an enquiry based curriculum, that promotes the values of resilience, adaptability and perseverance.

To promote life-long learning through developing a whole school culture of challenge and growth.

To prepare learners for a future in an increasingly interconnected global economy.

Policy Reviewed	September 2018
Agreed by Staff	September 2018
Ratified by Governors	November 2018
Date due for review:	September 2020

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'Give children teaching that is determined, energetic and engaging. Hold them to high standards. Expose them to as much as you can, especially the arts. Recognise the reality of race, poverty and social barriers, but make children understand that barriers don't have to limit their lives. Above all, no matter where in the school structure children are coming from, act as if the possibilities are boundless'

Charles Payne (So Much Reform, So Little Change), 2008

Vision

At Sherington Primary School we have the highest expectations of staff and pupils. By demanding and modelling excellence in all areas of learning, behaviour and relationships, we aim to create a school community that enables our pupils to make excellent progress - day by day, and year on year.

It is our collective role to develop in our children, the character strengths they will need in order to become life-long learners. Our vision is that all pupils will be:

- Confident, adaptable and resilient – able to think independently, communicate effectively and learn from mistakes
- Self-directed learners who take responsibility for their own learning, who question, reflect and persevere in the pursuit of excellence
- Active contributors who are able to work effectively with others, exercise initiative, take calculated risks, are innovative and strive for excellence

By using Positive Education, its virtues and Character Strengths, in all that we do, we aim to provide Sherington pupils with the necessary attributes that will enable them to become healthy and happy individuals who contribute to the common good in today's world.

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Characteristics of Effective Teaching

- A passionate commitment to doing the very best for our pupils
- A love of children enacted in warm, caring relationships
- Strong pedagogical content knowledge(knowing how to identify, present and explain key concepts)
- A collaborative working style with colleagues to plan, observe, assess and discuss learning
- A constant questioning, reflection on and modification of teaching practice
- Teaching develops mastery and deep learning

Expectations for Effective Teaching

<p>Planning ensures assessment informs: new learning, skills and planned high quality outcomes. Planning weaves across curriculum areas, ensuring learning contexts are rich and linked to moral purpose.</p>	<p>Making Excellence Visible Connected planning ensures all adults and pupils understand and can see the ‘learning journey’ across a unit of work and within a lesson. This must include the ‘What am I learning?’, ‘How?’ and ‘Why?’</p>	<p>Clear Learning Challenges and Steps to Success These are specific, relevant to need and always shared. The steps to success are processes -not outcomes- and never limit learning.</p>	<p>Modelling Excellence Teaching identifies examples of excellence and ‘what a good one looks like’. Models of quality outcomes are provided visually, broken down and continuously referred to.</p>
<p>Feedback is continuous, and ever present. Feedback is specific to improvement and provides clear pathways to success. Feedback is an actionable dialogue. It provides pupils with a model for peer feedback. It empowers pupils to improve their own work and see the merit in others’.</p>	<p>Marking Adults and pupils co-construct new learning through quality marking experiences. Marking is specific. Time is always made for responding to marking. Marking Policy sets clear aims and expectations.</p>	<p>Reflection Lessons contain multiple opportunities to evaluate and assess learning. Reflections on learning are language rich, collaborative and deepen metacognitive skills.</p>	<p>Modelling Skills and Strategies All lessons contain adult modelling and exemplify best practice. Modelling is visible.</p>
<p>Challenge Learning is challenging. Lessons provide opportunities to apply skills taught to new contexts and reference the wider world. Challenge extends thinking beyond the classroom and lesson.</p>	<p>Questioning promotes discussion and talk for learning, which build emotional connections and interest. It is used to check pupils’ understanding of content at all key moments.</p>	<p>Collaboration Pupils and all adults are equally responsible for learning. Learning is designed to be collaborative, with peer and adult coaching, which supports and enables pupils to succeed.</p>	<p>The Learning Environment is the invisible teacher. It provides reference for the highest standards and promotes curiosity.</p>

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Evaluating the Impact of Teaching

When working with teachers to evaluate the impact of teaching on learning, a range of evidence is taken into account in order to establish the impact of *teaching over time*:

- Questioning pupils about progress made in lessons and over time
- Book looks from different pupil groups and ability ranges to establish typicality of provision for learning
- Data and progress checks
- Lesson observations / Peer observations / Lesson Study
- Learning Walks
- Professional discussions
- Planning (when necessary)

Improving the Quality of Teaching

Sustained improvements in teacher learning are more likely to result if we actively learn with and from each other in a constructive and rigorous way. One of our key roles, as teachers and leaders at Sherington, is to work with and through others to build a professional learning community that is focused on the continuous improvement of teaching and learning. Through managing performance, enabling effective continuing professional learning and providing regular feedback, we support all staff to achieve high standards. Everyone works together to identify where pupils could be more engaged or to improve their well-being and learning outcomes.

After reviewing the evidence of impact of teaching, goals are set which are clearly linked to an area of improving the quality of teaching. Decisions are linked to qualitative or quantitative data. Support is then identified from within the school and/or beyond. Reviews are structured by reflection, with the focus on learning together. The ability to self-review and reflect on teaching strengths, areas for development and progress towards them is central to the improvement of teaching and learning at Sherington.