



Policy title	:	Teaching & Learning Policy
Date approved	:	September 2021
Review date*	:	September 2024
<p>*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and re-circulated.</p>		

Teaching & Learning Policy

This policy outlines the fundamental aims which underpin all Teaching and Learning at Shaftesbury Primary School.

1. Aims
2. School Expectations
3. Teaching
4. Learning
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6. Assessment

Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning.
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs.
- To provide a broad and balanced curriculum which provides opportunity for; all pupils to acquire content through variation and differentiation.
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions.
- To promote positive attitudes, good behaviour and moral understanding. To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others.
- To provide a spiral curriculum that provides opportunities for children to revisit learning, whilst constantly learning new content, in order to enhance long term memory and embed basic skills.

School Expectations

We expect all pupils to follow the 5Cs

- **Care**
- **Courtesy**
- **Commitment**
- **Consideration**
- **Co-operation**

- Staff are role models and have high expectations of themselves and all pupils.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils.
- We expect pupils to make rapid and sustained progress in Lessons.
- We expect teachers to systematically check understanding, intervening when needed.
- We expect pupils to be challenged and where appropriate individual needs to be met.
- We expect teachers to provide high quality marking and constructive feedback to pupils that assists in next steps.

Teaching

We expect:

- Staff to have secure pedagogical knowledge, subject knowledge and understanding. When support is needed, teachers can seek advice from Senior Leaders or subject Leaders.
- Staff to plan appropriately for all groups of children and access high quality resources.
- That every lesson has a clear Learning Objective which is explained to the class and which remains on display throughout the lesson.
- That all lessons demonstrate key elements of good AFL practice.
- That activities are varied to ensure that children explore, develop and practice new skills/ concepts.
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding
- Staff to provide appropriate resources (Learning tool kit) which support learning outcomes and provide challenge for the more able.
- That staff have high expectations of presentation, quality and quantity of work.
- TA's to be fully involved and active in lessons.
- That all staff are familiar with the Shaftesbury Teaching Timeline and use it to guide practice.

Expectations of Learning

- Pupils provide high levels of engagement, commitment and co-operation within learning time.
- Pupils respond well to teachers and lessons proceed without interruption.
- Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress.
- Work is sustained with a sense of commitment and enjoyment.
- Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available.
- They are provided with the skills to evaluate their own work and encouraged to do this every lesson.

Re-cap and Introduction 20 mins	Children reflect on previous learning and marking	AFL strategies used throughout- targeted questioning Possible exit points for key groups, independent or with TA support
	Re-cap prior learning	
	Introduce Learning Objective (WALT) and Steps to success	
	Possible exit points for key groups, independent or with TA support. Direct teaching of new learning and modelling (TA participation with pupils) →	
	Interactive strategies(think/rehearse/reflect) →	
	Set out expectations for the end of the session- model activity	

Main activity 30 mins	At least 30 minutes focused activity children are independent. The teacher continues to teach through focused groups.	AFL strategies used throughout- intervention marking/verbal feedback
	Mini-plenary used within independent learning time to: make connections /address misconceptions & refine/ rehearse.	

Plenary 10 mins	Address steps to success and learning within groups- who has achieved? AFL (pupils to self-assess with tick, P, H)	AFL strategies used throughout
	Demonstrate depth when appropriate using used throughout application questions	

	Teacher evaluation next step-Where do we go from here? How will this lead into next lesson?	
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Curriculum

Our curriculum is broad and balanced focusing on depth of learning and mastery of content. This enables teachers to remain with subject/topic for longer ensuring pupils have mastered the content before accelerating into new material. We use a range of resources to support our curriculum:

- The new Primary National Curriculum 2014;
- The Early Years Foundation Stage Framework;
- The Newham Agreed Syllabus for Religious Education;
- The national curriculum for computing supported by the J2E.com programmes of study.

Long Term Planning

- Our 'Whole School Curriculum Map' plots the content covered from nursery to year six for each individual year group and each curriculum area;
- This is broken down carefully and opportunities to promote mastery are available throughout.
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

Medium Term Planning.

- For English and Mathematics, we use the planning provided by the National Curriculum Programme of Study for each subject, although we alter sections in order to meet the needs of our own children.
- For mathematics we use the national curriculum and our own Medium-Term Plans as a resource.

Assessment

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the ongoing process of Assessment For Learning (AFL).

These assessments are against National Curriculum objectives to ascertain whether children are working at age related expectation. Each half term we have an assessment week which enables teachers to use target cards for pupils to self-assess and teachers to develop a comprehensive picture of where the child is currently working in relation to age related expectations. Summative data is collected every term.

We track all pupil performance and in particular identify those pupils at risk of underachievement. We have regular pupil progress meetings with staff to discuss strategies for acceleration and progress. Assessment informs planning and this is discussed during planning time.

Additionally, we also ensure that those children who have accelerated capacity or are identified as working above national standards have increased opportunity to succeed.

Sexual Harassment

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or an offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, at Shaftesbury we endeavor to educate our pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE/RSE.

At Shaftesbury Primary School we ensure our pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff are aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as pupils being sexually touched or assaulted, alongside pupils being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

If a child has been harmed, is in immediate danger or is at risk of harm, the DSL/DDSLs must be notified immediately. who will either make a referral to Newham Children's Social Care (MASH) or call the police.

For further information please refer to:

Shaftesbury Primary School

Managing Sexual Violence and Sexual Harassment between Children Policy

(Peer on Peer abuse)

