

TRANMERE PARK PRIMARY SCHOOL

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Teaching & Learning Policy

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Tranmere Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Teaching and Learning Policy for Tranmere Park Primary School

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Aims

At Tranmere Park Primary School we are committed to high quality teaching and learning to ensure high standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

Tranmere Park Primary School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially through:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their age and ensure that children are well prepared for the next stage in their education.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

Ethos

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work all staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work
- providing a welcoming environment, in which courtesy, kindness and respect are fostered
- providing positive role models
- providing a fair and disciplined environment, in line with the school's behaviour policy
- effective management of their professional time
- developing links with all stakeholders and the wider community
- valuing and celebrating pupils' success and achievements
- reviewing personal and professional development in order to ensure a high level of professional expertise.

Organisation

At Tranmere Park School we believe that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community
- They have clear direction and are praised for all the good things that they do
- They are actively involved in their learning
- They are encouraged to become increasingly autonomous learners
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging
- They are working in an environment which is safe, caring, supportive and stimulating
- Their learning is well structured and delivered
- Their learning is effectively differentiated

- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

Learning environments will be managed in such a way as to facilitate different styles of learning and to promote mastery.

Opportunities will be made for:

- whole class teaching
- group work, organised according to appropriate criteria (i.e. previous understanding of a concept, mixed ability, friendship, etc.)
- one to one teaching
- collaborative learning in pairs or groups
- independent learning

All areas of the learning environment will be planned for, including the outside areas, in order to ensure a focus on first hand, experiential learning activities which will develop appropriate knowledge, skills and understanding.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays. Some of the displays will celebrate children's work whilst others will provide regularly updated prompts for learning or activities which further challenge pupils.

Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed throughout the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement.

Planning

At Tranmere Park teachers plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children. It is this principle which underpins the school 'TEAM' approach (**T**est, **E**ssential learning, **A**dvance, **M**aster) to promoting mastery in core aspects of the curriculum.

Teachers will:

- Use agreed school procedures in terms of planning schemes and assessment arrangements
- Use formal and on-going assessments in order to determine where the children are in their learning and determine their next steps
- Establish a clear learning objectives arising from this assessment, the steps that will enable the children to achieve the learning and opportunities for both children and the teacher to assess progress
- Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links e.g. within the IPC unit being studied;
- Plan an appropriate structure of differentiated activities that will enable the children to engage in their learning and master concepts; including the use of other adults and the timings of the lesson; ensuring maximum learning opportunities

- Actively promote a 'safe to fail' environment within which growth mind-sets are encouraged.
- Insist on high expectations of learning and social behaviours
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding
- Apply a range of teaching styles, ensuring the children have opportunities for first-hand experience where possible
- Develop and maintain safe, secure and inspiring classroom and learning environments
- Demonstrate effective lesson organisation
- Use resources effectively, including other adults, to support children's learning
- Use technology effectively in order to support children's learning
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding

Learning Behaviours

As previously stated, our aim at Tranmere Park Primary is to *'Provide the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their age and ensure that children are well prepared for the next stage in their education.'* In order to encourage our pupils to become independent, life-long learners we explicitly teach and discuss with the children a number of 'learning behaviours' that will support them in this goal.

These are:

- Self-Manager
- Effective Participator
- Resourceful Thinker
- Reflective Learner
- Independent Enquirer
- Team Worker

Teachers and pupils will regularly discuss progress within the learning behaviours and ways in which particular skills can be developed. Information regarding this will be communicated to parents through the Pupil Mentoring system within school.

Assessment, Recording and Reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. On-going assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Optional tests are also taken in Years 3, 4 and 5. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include:

- group discussions
- short tests in which pupils write answers (including pre and post unit tests)
- specific assignments for individual pupils
- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations
- SATs

Tranmere Park follows the agreed Leeds assessment and reporting arrangements for all statutory tests. Other assessments are reported using 'Class Track' for formative assessments and 'O-

Track' for half termly summative assessments. The school assessment leader works with class teachers to identify pupils at risk of underachieving in order that this can be addressed through quality classroom differentiation and additional support. They will also identify the best method of further intervention for individuals and small groups when appropriate.

Inclusion

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Tranmere Park is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.
- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with statements of SEND, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background

This policy should be read in conjunction with other school policies, including:

- All curriculum subject policies
- Assessment Policy
- Behaviour Policy
- Equality Policy
- Inclusion and Special Needs Policy
- More Able Policy
- Homework Policy
- Curriculum Policy
- Marking and Feedback Policy
- Display Policy

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