

# TOWERVIEW PRIMARY SCHOOL



## Teaching and Learning Policy

September 2024

[www.towerviewps.co.uk](http://www.towerviewps.co.uk)



## Introduction

The staff at Towerview Primary School believe that teaching and learning is central to our purpose as a school. As a school, we are committed to our vision statement:

**“Together** we promote  
high **achievement,**  
personal development,  
**learning for life** and work  
**- success!”**

Learning is placed at the very heart of our school, and our school places a high value on the experiences for both the pupils and the staff. We actively promote learning, in an environment where the experience is challenging and relevant, with high and realistic expectations for the children to develop and achieve. We believe in preparing our pupils for success.

The key to successful pupil learning is effective teaching differentiated to need. Effective teaching occurs when teachers understand and are able to apply the principles of the learning process to a range of children in a variety of situations. We believe that at Towerview Primary School, learning is part of growing and is essential to the development of the whole child.

This policy aims to set out the strategies and procedures the school adopts in promoting learning, highlighting agreed indicators for effective learning and teaching. It outlines the background to how a learner learns and how the school undertakes the process of Monitoring, Evaluating and Review.

This policy should be regarded as a core reference for teaching and learning in all curriculum subjects and is already supported by an excellent Positive Behaviour Policy managed by the whole staff. All curriculum subjects have their own policies and schemes, but this document will provide a background to common approaches adopted throughout the school and, will be a part of the continual cycle of planning and review for the School Development Plan.

## **Aims**

The policy will aim to confirm existing good practice, as well as encourage staff to identify and reflect on the nature and process of learning.

### **Towerview Primary School aims to promote learning which:**

- Recognises that children learn in different ways;
- Sets high and realistic expectations for all;
- Actively engage learners and promote self-confidence and self-esteem;
- Develops commitment, responsibility and independence in our learners;
- Promotes creativity, flexibility and innovation;
- Raises attainment and achievement; and,
- Provides opportunities to celebrate success.
- To enable children to have equal access to the curriculum.

### **For pupils:**

- Reflects the vision of the school;
- Recognises that children learn in different ways;
- Meets children's educational and pastoral needs;
- Is enjoyable and relevant;
- Is motivating and challenging;
- Helps develop skills and independence in a variety of subject areas;
- Raises standards achieved;
- Provides opportunities to celebrate achievement.

### **For staff:**

- Reflects the vision of the school;
- Develops a culture of professional development;
- Is supported by careful planning;
- Is appropriately resourced;
- Takes account of examples of good practice and research;
- Improves the standards of education provided by the school.

## **For parents and the wider community:**

- Reflects the vision of the school;
- Recognises and supports the roles of parents and carers in children's education;
- Is accountable;
- Is valued by the whole school community;
- Promotes learning among the wider school community.

## **The Learning Environment and Ethos**

We recognise the role of the environment and school ethos has in promoting positive attitudes to and supporting learning. We aim to provide a learning environment that:

- promotes well-being and is secure and safe
- Promotes good relationships and an atmosphere of mutual respect
- Is rich in language and in number
- Is well ordered and organised
- Conveys high levels of expectation
- Is consistent between classes
- Promotes independence and appropriate ways of working
- Is bright, colourful and stimulating to the senses
- Has a variety of displays covering the breadth of the curriculum
- Provides positive and constructive feedback as a class and individually, allowing time for children to digest comments, thus enabling them to feedback and respond to comments;
- Has displays which are interactive, record celebrations, set standards of presentation and celebrate children's work and interests
- Gives praise and encouragement as appropriate.



## **The role of the Learner**

Learners are most effective when they are involved in, and take responsibility for, their own learning. Learning therefore should aim to increase levels of independence and develop the ability to work with sustained concentration for age-appropriate periods of time.

Effective learning strategies we aim to promote are:

- The ability to ask and answer questions
- Concentration when listening
- Contributing to discussions in a relevant and thoughtful way
- Co-operating and working collaboratively with peers and adults
- Problem solving skills
- Selecting appropriate resources for a task and putting them away
- Organisational skills
- Responding to and persevering with a task to a conclusion
- Taking pride in the presentation of work
- Presentational skills
- Organising learning
- Responding and conforming to established routines and practices
- Explaining their understanding
- Appreciating and evaluating their own work and that of others
- Setting personal targets

## **The role of the Teacher**

We recognise that the organisation and effectiveness of teaching has a direct impact on the quality of the child's learning experience. We aim to develop and refine our teaching by adopting a reflective approach to pedagogy, a proactive approach to change and a responsibility for ensuring our own continued professional development and learning.

Within our work we aim to develop the following attributes:

- Have high and realistic expectations of ourselves and our pupils.
- Be well planned and organised.
- Be a role model by being punctual, speaking appropriately and showing respect for others.
- Be supportive of and working collaboratively as part of a whole staff team.

- Have good subject knowledge.
- Take a reflective approach to our work.
- Seek to improve our skills and understanding through planned professional development.
- Develop classroom systems and organisation to support learning.
- Develop digital / electronic skills.

We aim for our teaching to demonstrate:

- Good quality planning based on the assessment of the children's prior knowledge and understanding.
- Appropriate levels of resourcing
- Clear and shared Learning Intentions
- Concise and shared Success Criteria
- Appropriate use of grouping
- Differentiated and matched activities reflecting an understanding of pupils' ability and development levels.
- A range of teaching styles and methods
- Effective use of additional adults within the classroom
- Good pace with effective use of time
- Lesson organisation that involves children in their learning
- Developmental questioning using Blooms Taxonomy
- Challenge, encouraging risk taking and learning from mistakes.
- Assessment which is formative across the lesson
- A range of learning mediums, e.g. digital, audio, written.



## Planning

The foundation for curricular development is the School Development Plan; developed through a process of collaboration between pupils, parents and staff, and approved by governors. We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Meetings with colleagues are organised to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Long and short term planning takes place at class, team and management level to ensure continuity, pace and progression. This involves collaborative planning with all staff as required, including specialists - SEN, Outreach, etc. The learning environment is effectively organised and well planned. Learning outcomes are clearly stated, shared and regularly reviewed by all in the learning process. Formative assessment strategies are used to review and revise plans and to inform and make decisions on the next steps in learning. Six weekly plans are submitted to the Head of Senior and Junior School. Plans are based upon teacher judgment, data, pupil need and subject expectation.

In Towerview Primary School, Teachers ensure that their planning is effective by:

- Taking guidelines and policies into account, using them to inform teaching plans that are clear and concise;
- Being flexible in weekly planning, using formative assessment to inform and direct the planning process;
- Employing a range of different teaching strategies and tasks matched to the needs and abilities of the children, taking into account auditory, visual and kinaesthetic learning styles.
- Ensuring continuity and progression in the pupils' experiences;
- Making full use of resources available, both internally and externally;
- Devising activities that will enable all routinely to experience a measure of success.
- Enhancing opportunities for planning with colleagues;
- Setting appropriately targeted homework, marking it constructively to inform pupils of areas they need to improve.

Learning is most effective when the person directing the learning ensures that systems, procedures and expectations result in effective ways to:

- Meet the lesson objectives
- Meet the needs of all children
- Optimise the use of support staff
- Allow teachers to teach

To ensure this, teachers in Towerview Primary School use a range of teaching approaches:

- Having realistically high expectations based on knowledge of the pupils;
- Recapping on the previous lesson before proceeding to the next stage of learning;
- Knowing what is to be achieved through the lesson, having clear learning outcomes and success criteria, which are made clear to the children prior to learning.
- Giving clear, direct and concise instructions ensuring they are understood by all;
- Using a suitable range of questions to challenge all the pupils and to provoke thoughtful responses;
- Ensuring pace of learning is appropriate;
- Using questioning to enhance the formative aspect of the lesson, informing the next steps in learning and teaching;
- Using brain gym and brain breaks at key points in the lesson, where appropriate;
- Responding thoughtfully and constructively to suggestions and responses, valuing suggestions from the pupils;
- Giving positive feedback on achievements and behaviour, using various methods;
- Using self and peer assessment as an integral part of the pupil's learning.
- Incorporating plenary sessions, allowing pupils to share their thoughts and learning experiences gained from the lesson, consolidating what has been achieved and reflecting on their success criteria.





## Learning Preferences

Account needs to be taken of different learning preferences of pupils, as they will have an impact on behaviour, motivation, learning and achievement. It is acknowledged that children learn in different ways.

Three widely recognised styles are:

- ⇒ **Visual Learning** – will access learning by visual experiences;
- ⇒ **Auditory Learning** – will access learning by verbal explanations;
- ⇒ **Kinaesthetic Learning** – will access learning by experiences.

Staff are aware that children learn new skills more effectively within their dominant learning preference, although children can learn outside their preferred learning style. A variety of visual, auditory and kinaesthetic experiences will enhance accessibility and motivation for learning.

Where teaching takes account of these three styles and seeks to provide a variety of lessons that access knowledge and skills for the children through a variety of teaching strategies, learners will be highly motivated and interested - achievement will be higher, as will self-confidence and self-esteem – yet again impacting on achievement and attainment.

## Teaching Styles and Techniques

Successful learning and teaching requires the use of a variety of teaching approaches and methods by staff. These include whole class teaching, group work and opportunities for children to work individually with the teacher. Staff teach in their own learning preference but, do so in a way that takes account of, and respects different learning preferences.

These main strands of teaching cover the following to ensure children make the most of their learning:

- Exchange of information, explanation and instruction to whole classes or groups.
- Emphasis on oral work in groups, the initiation of ideas by children and guidance from their teacher.

- Creating opportunities for choice by children, individual planning and development of themes and individual or group support from the teacher based on the provision of varied and appropriate resources.
- Acquiring knowledge and understanding through their creative and practical endeavours.

**Staff also use their skills of:**

- Clear questioning;
- Explaining;
- Discussing;
- Organising;
- Differentiating; and
- Problem solving.

**Differentiation**

So that we always have the highest possible expectations of individual learners and so pupils can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Differentiated tasks will be detailed in planning. Learning objectives will be specified for differentiated teaching and reference will be made to Personal Learning Plans where appropriate.



## **SEN Pupils**

Teachers provide a differentiated learning environment, which takes account of:

- Gender;
- High and low achievers
- Pupils with special educational needs.
- Newcomer

We base our teaching on our knowledge of the pupils' levels of achievement. Our focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each pupil's level of ability. When planning work for pupils with Special Educational Needs (SEN) we give due regard to information and targets contained within the pupils' Personal Learning Plans (PLPs).

We have high expectations of all pupils, and believe that all pupils should be included in the full range of educational opportunities. In line with the Code of Practice, the special needs of individual pupils are catered for through consultation with parents, pupils, SENCO, Co-ordinators and other appropriate agencies and with reference to the Special Needs Policy.

To ensure early intervention when needed, we monitor the progress of all pupils on a daily basis.

### **The following strategies are employed to support pupils with learning difficulties: -**

- early identification of learning difficulty;
- differentiated programme;
- setting attainable individual targets with Personal Learning Plan, where necessary;
- regular meetings involving relevant personnel to monitor progress and make further plans;
- effective use of classroom assistants;
- close communication with parents;
- raising self-esteem of the pupil by praising effort, celebrating success and encouraging perseverance.

- Use of assistive technology to overcome barriers to learning

**We believe that gifted and talented pupils are those who achieve significantly higher than the average for their age. We acknowledge that high achievement may be academic, creative, sporting or expressive. Gifted pupils are challenged and encouraged to fulfil their potential in their area of strength. Their talents are celebrated by the whole school community.**

The following strategies are employed to teach gifted and talented pupils: -

- providing higher expectations;
- differentiating work to include problem solving and investigations;
- encouraging participation in extra-curricular activities;
- increasing responsibility;
- providing opportunities to use and share talents with others in the school community;
- recognising achievement in Assemblies and through local media.
- providing opportunities to work independently i.e. research.

## **Resources**

Teaching and learning is supported by a range of good quality resources that are, communal, classroom based, subject specific, and generally available.

Resources within school should be:

- Meeting the needs of pupils and staff
- Of good quality showing appreciation for best value
- Appropriate to the task
- Reviewed regularly for continued relevance
- Labelled in appropriate storage
- Varied to allow for differentiation and preference
- Within the classroom arranged and organised to promote independence

Additionally, we consider the extensive grounds of the school and the outdoor play equipment as significant resources for the development of wellbeing, play and activity based learning and further exploration of the curriculum.

## **Assessment, Recording and Reporting**

Assessment in Towerview Primary School is used to review and transfer children's progress to the next steps. It is used to support children in their learning and helping them to be successful.

Staff use both Formative and Summative assessment techniques. Summative techniques are used to measure performance, and Formative techniques are used to support learning and guide future steps.

Planning and Assessment for learning is done through:

- Teachers' half-termly planners
- Teaching staff curriculum-based meetings
- Curriculum meetings
- Personal Learning Plans
- Senior Leadership Team meetings
- Leading Learning Team meetings
- Informal discussions amongst colleagues
- Discussions between teaching and support staff
- Teacher observations
- Formative and Summative Assessments

All children are encouraged to fulfil their potential. Learning needs are identified through Formative and Summative Assessments. In view of the curriculum, it is preferred, and accepted, that curricular flexibility is also considered in order to best meet children's needs. Learning activities are differentiated so that they are closely matched to individual needs. Children are involved in the process of setting learning outcomes and success criteria. Assessment is an essential part of the learning and teaching process – it is at the heart of learning and teaching – and leads to continuous improvement. Assessment is used to measure progress, identify next steps in learning and meet children's needs. It also helps with staff self-evaluation by identifying aspects of practice which needs further improvement.

Children from Y3 to 7 complete annual summative assessments in English and Maths. CAT 4 test in Y3, 4 and 6 are used as baseline comparison. Formal summative assessment is carried out at the end of each Key Stage (i.e. in Years 4 and 7) through the use of levels of progression.

Recording within each area is accurate and effective. Formal recording is in the form of reports and details of progress made. End of Key Stage results are recorded and parents are formally advised on the annual report.

**Feedback** to pupils about their own progress is achieved through discussion and the marking of work.

Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

## **Roles and Responsibilities**

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

Teachers are encouraged to be reflective practitioners. Practice is discussed and shared informally, but reflected on more formally through evaluating six-weekly planners.

- PLP's are evaluated and amended termly in collaboration with the SENCO teacher and classroom assistant (if appropriate).
- Wall displays, book scoops, Learning Walks and talking to pupils' form part of the evaluation process.
- Any teacher who identifies an issue or a developmental need may team-teach a lesson or observe a lesson being taught on request.
- All staff are encouraged to pursue CPD and disseminate the information as appropriate during staff meetings, Key stage meetings or curriculum development meetings.
- Sharing Good Practice is facilitated throughout the year where teachers observe colleagues with specific skills or expertise.



### **Co-ordinators are responsible for:**

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- keeping up-to-date through reading and attending relevant courses and disseminating information to staff
- Preparing reports and evaluating action plans (when necessary) for their subject in line with the School Development Plan and reporting to the Principal and Governors.

### **The Principal and Senior Leaders monitor**

- how effective teaching and learning strategies are in term of raising pupil achievement, through the school self-review process.
- Through monitoring and evaluating procedures, the information gathered is used to inform and influence future developments and is closely linked to the School Development Plan.
- The PRSD process is carried out by the Vice Principal, Principal and SLT and involves direct observation of teaching and learning.
- The Head of Junior and Senior School observes the practice of Beginning Teachers and /or Early Professional Development teachers.

### **The Role of Governors**

Our governors determine, support, monitor and review the school policies on learning and teaching. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful learning and teaching
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective learning and teaching strategies are in terms of raising pupil attainment

- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the school's learning and teaching policies through the school self-review processes. These include reports from coordinators and the yearly Principal's report to governors as well as a review of the in-service training sessions attended by our staff.

## Parents' Role

We believe that parents have a fundamental role to play in helping their children to learn effectively. Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- support the school's homework policy and give due importance to any homework;
- allowing their child to become increasingly independent as they progress throughout the school;





We work hard to inform and assist parents in how they may support their children's learning at home. Parents are kept informed of their child's progress and of ways in which they may participate in their education. This is done through:

- ClassDojo App
- Online Newsletters
- *Key School Policies- accessed on school website*
- Parent Curriculum Meetings
- Well-chosen homework activities
- Invitations to parents to attend open days, displays of work, pupil presentations, assemblies, celebrations, sports days, concerts etc.
- Annual written reports at end of year
- Biannual Parent/Teacher Meetings
- Parents of pupils with Personal Learning Plans (PLPs) are invited each half-term to review progress made and to discuss the way forward

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

Assessment Policy  
Pastoral Care Policy  
Homework Policy  
SEND Policy  
Literacy Policy  
Mathematics and Numeracy Policy  
Learning through Play Policy

