

## Introduction

This document is a statement of the aims, principles and strategies for teaching and learning at Levens CE School. It lays the foundation for the whole curriculum, both formal and informal; and forms the context in which all other policies and guidance should be read.

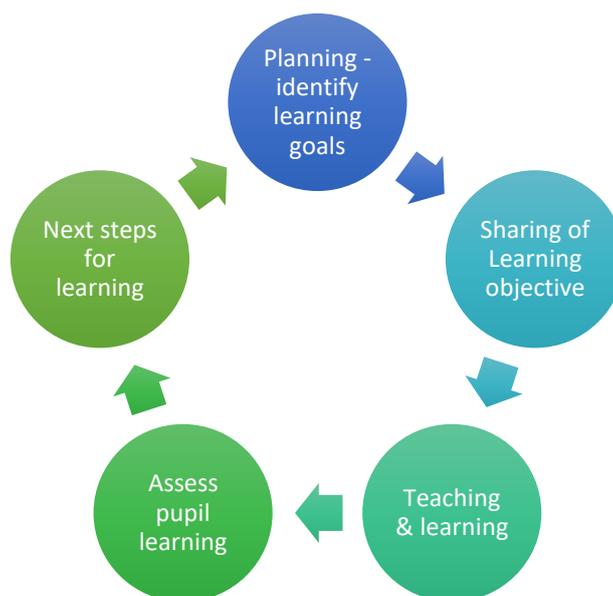
Our teaching and learning enables us to offer a broad and balanced curriculum and meets the requirements of the new National Curriculum 2014, EYFS curriculum, PSHE, Religious Education and collective worship.

## Principles of Teaching and Learning

We see teaching and learning as a process of co-operative teamwork and welcome and encourage the involvement of parents and others in the community. All members of the school community work towards the school's aims by:

- valuing children as individuals and respecting their rights and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment which promotes positive learning behaviours based on our Christian Values. (see Whole School Behaviour Policy);
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work (see Whole School Behaviour Policy);
- working as a team, supporting and encouraging one another;

Teaching, learning and assessment in our school involves the following:



Lessons often take the following pattern:

- learning objectives are clearly stated at the start of a lesson and are incorporated into the title of written work, if it is appropriate.
- differentiated learning activities ensure all pupils can succeed and make progress;
- within lessons the progress of individuals and groups is monitored and supported as appropriate;
- opportunities are offered to evaluate work carried out during the lesson and the main teaching points of the lesson are summarised at the end, with the pupils being encouraged to reflect on what they have learnt;
- marking will indicate whether the learning objective has been achieved and set out action that can be taken to extend learning (see *Marking Policy*)

## Strategies for Ensuring Progress and Continuity

The school has 3 classes, all with mixed age groups. Planning is a process in which all staff are involved:

- We operate a two or three year cycle for planning - based on the new National Curriculum work is planned around a half or termly topic to ensure a broad and balanced curriculum; clear links are made between different subject areas as appropriate. Some areas do not always fit and are taught as stand-alone subjects;
- medium-term plans are drawn up by individual teachers for each half-term or term;
- regular staff meetings are held to discuss various aspects of the curriculum and ensure consistency of approach and standards.

**Monitoring and Evaluation:** is a key part of rigorous systems of school self-evaluation which feed directly into school improvement:

- ensure consistent application of school policies;
- provide evidence for judging the impact of teaching and learning strategies;
- allow the school to judge the impact of new initiatives;
- help to highlight areas for future development and CPD.

Issues for monitoring and evaluation are addressed in the school development plan. They are carried out by observing lessons, learning walks, discussions with children, scrutiny of planning and children's work, CPD and as part of the appraisal cycle.

### **The Role of Governors**

The curriculum is overseen by the Curriculum Sub-Committee, which approves priorities for development each year. It is kept informed of developments through termly meetings. Each core subject has a curriculum governor who monitors their subject.

A protocol for monitoring and evaluation has been negotiated. Governors visit to monitor issues highlighted in the School Development plan. They do this before discussing planning and pupil work with teachers/subject leaders, visiting lessons to see how policy is being implemented or by receiving reports from the headteacher/subject leader.

### **Assessment**

Through assessment we aim to:

- recognise and celebrate pupils' achievements
- inform teachers, children and parents in the next steps for learning
- measure the impact of our teaching
- be able to report on pupil progress in a systematic way
- quickly identify where intervention or more challenge may be required for individuals or groups of children.

Assessment as an ongoing and integral part of teaching and learning.

### **Formative assessment**

Formative assessment is used to inform us of the progress of individual pupils and to establish the next step in the teaching and learning process. 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.

Formative assessment is mostly carried out informally by teachers on a day-to-day basis in the course of their teaching. Pupils are made aware of what they have done well and what they need to do to improve further. As well as through the everyday marking of work, assessment may be carried out through:

- small group discussions, perhaps in the context of a practical task;
- short tests in which the teacher gives questions orally and pupils write answers;
- specific assignments;
- individual discussions with pupils, through which pupils are encouraged to appraise their own work and progress and identify their next steps for learning;
- Peer to peer marking using evaluation strategies such as two stars and a wish.

Individual teachers keep their own records to provide additional information. This may include class lists which indicate a pupil's performance against the learning objectives for each specific year group.

### **Summative Assessment**

Formal summative assessment is carried out at the end of each Key Stage (Y2 and 6) through the use of SATs and teacher assessment. Writing, reading, SPaG, Maths and spelling assessments are carried out termly and are used to provide evidence of progress, next steps and to highlight children in need of additional support. Results are analysed to inform future teaching and shared with the Headteacher at termly Pupil Progress Meetings. Assessment judgements are moderated between staff members and between other schools to ensure consistency of approach and standards.

### **Reporting to parents**

Reporting to parents takes place formally and informally. Each teacher produces a class handbook for parents to inform them about the distinctive features of their class and the learning planned for each term. There is also an opportunity to meet new teachers in the autumn term and a further formal meetings is offered in the spring. An annual report is produced, with an opportunity being provided to discuss any issues arising from it. Parents are also able to make an appointment to meet their child's teacher at any other time in the year.

At the end of each year the following information is transferred to the next teacher:

- samples of annotated work the class assessment sheets showing curriculum coverage, progress made by pupils and suggested action;
- results and analysis of formal summative assessments;
- an End of Year Report for each child;
- Personalised Learning Plans.

### **Celebrating Achievements**

Excellence is celebrated in display and performance wherein:

- Pupils work across the curriculum is celebrated on our website and in displays in classrooms and throughout school.
- comments may be made by any member of staff in the Golden Book which is shared in Good Work Assembly;
- where appropriate, each class displays and talks about its work during a Good Work Assembly which takes place each week;
- school events such as musical extravaganzas, productions and Sports Day are seen as opportunities for all pupils to demonstrate their own best performance;

### **Educational Visits**

Whenever possible, we try to enrich our curriculum by providing a range of first-hand experiences and activities for all our pupils, including residential visits. These have a very high priority within our approach to teaching and learning and form a distinct feature of our school. (See Educational Visits Policy)

### **Policy Review**

This policy was agreed by the governing body on 26.5.16

Signed:.....

This policy is due for review by Spring 2019