



Ghyll Royd School

A foundation for life

Teaching and Learning Policy

Policy Leader: Mr David Martin

Policy review completed by the Headteacher on	01/05/2016
Name of Headteacher	David Martin
Policy review completed by the Governor responsible on	01/09/2014
Name of Governor responsible	Teaching and Learning Committee
Date to be reviewed	Summer Term 2017

Ghyll Royd School • Greystone Manor • Ilkley Road • Burley-in-Wharfedale • Ilkley • West Yorkshire • LS29 7HW
t • 01943 865575 f • 01943 865574 e • information@ghyllroydschool.co.uk w • www.ghyllroydschool.co.uk
Company Number • 03583140 Registered Charity No • 107023



Ghyll Royd School and the Pre-School (Early Years Foundation Stage) is committed to safeguarding and promoting the welfare of young children and expects all staff and volunteers to share this commitment.

VISION STATEMENT

At Ghyll Royd and Pre-School, we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. We provide a holistic and diverse educational experience which nurtures individual achievement, independence, excellence and respect.

AIMS

At Ghyll Royd and Pre-School we want all learners to:

- achieve their full potential;
- become life long learners
- be confident and enthusiastic
- develop creativity & imagination
- be resourceful
- develop a healthy lifestyle
- develop independence
- work collaboratively
- be tolerant
- become good citizens in their own community and the global community
- be able to initiate their own learning
- use the skills of peer learning & peer support
- develop inquisitive and enquiring minds
- take risks
- contribute to the learning ethos within the whole school
- be able to identify their next learning steps

QUALITY of LEARNING

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account these different forms of intelligence when planning our teaching and learning and we recognise different learning styles VAK (Visual, Auditory, Kinesthetic)

We offer opportunities for children to learn in different ways

These include:

- investigation and problem solving
- whole class work
- responding to a variety of media
- researching and finding out
- questioning
- debates, role plays and oral presentations
- group work
- use of a range of ICT equipment
- designing and making things
- paired work
- fieldwork and visits to places of educational interest, including a variety of residential experiences
- physical activity
- independent work
- creative activities
- reflecting on what has been learned

We encourage children to take responsibility for their own learning and to be involved as far as possible in reviewing the way in which they learn (see Marking and Feedback Policy). A range of age appropriate self and peer reviewing as well as planned plenary sessions are used at the end of lessons to review the key learning objectives and the levels of understanding.

QUALITY of TEACHING

We believe children learn effectively when the teacher provides:

- an atmosphere where children are prepared to take risks
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations
- shared learning objectives which are understood by the pupils
- innovative and creative teaching
- regular opportunities to discuss, review and reflect on the learning
- clear expectations of what pupils are expected to achieve by the end of the session
- appropriate pace to the lesson
- opportunities for children to work collaboratively, in groups and pairs, and independently
- thinking time before answering questions
- open-ended, thought provoking, challenging questions
- lessons where children's understanding is developed through active, practical and first hand
- experiences and involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference

- developmental feedback and constructive criticism of pupil's work
- support for the learning of pupils with differing abilities
- a planned programme of educational visits to reinforce and stimulate learning
- a stimulating learning environment
- excellent subject/pedagogic knowledge
- clear next steps in their pupil's learning
- equality of opportunity

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. We have high expectations of all children and believe that everyone should be included in the full range of educational opportunities and that these should be of the highest possible standard.

All teachers strive to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in the school **Good Discipline Policy**

Teaching Assistants and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups.

MANAGEMENT

The School is sub divided into four distinct areas; Pre-School (EYFS) Phase, Lower School Phase One (Reception, Year 1 and 2), Lower KS2 Phase Two and Upper KS2 Phase Three. There is a Phase Leader for each of these areas. The Phase Leader is responsible for overseeing curriculum provision in their area. We also have an Assessment and Reporting Coordinator. As well as this, each teacher may have a curriculum subject to coordinate across the school.

It is the responsibility of the Curriculum Coordinator to:

- Provide a long term and medium term scheme of work.
- Manage a budget and to ensure appropriate resources are available.
- Ensure that work is matched to pupils' ability, balancing challenge with the likelihood of success for each pupil across the ability range.
- To monitor and evaluate the work of members of their team ensuring that schemes of work are followed and that teaching approaches and classroom organisation is varied to ensure that work is matched to pupils' ability and learning styles.

It is the responsibility of the Assessment, Recording and Reporting Coordinator to:

Oversee target setting for English and Mathematics the first half term of the academic year.

- To organise assessment and reporting schedules throughout the academic year.
- To oversee the set up and organise our tracking system, Classroom Monitor.

It is the responsibility of the Head to:

- Ensure timetable allocations are correct (See Appendix 1)
- Monitor and evaluate the effectiveness of Teaching and Learning across the whole school.
- To provide relevant CPD to staff;
- To use assessment feedback and results to inform future development plans.

It is the responsibility of the Teaching and Learning Governors' Sub Committee to:

- The Governors support the Head in the monitoring and reviewing of the school's policy on teaching and learning.
- Monitor the use of appropriate teaching strategies by allocating resources effectively;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning;
- Monitor staff development and performance management policies to promote good quality teaching;
- Monitor teaching and learning strategies in the light of health and safety regulations;
- Monitor the effectiveness of teaching and learning policies through the school self-review processes.

PLANNING

Teachers at Ghyll Royd and Pre-School strive to plan lessons which are engaging, fun and challenging. The following National Strategies/Published schemes are used to support planning:

The National Primary Framework for English and Mathematics

Collins Literacy Scheme, Bug Club Spelling & Grammar/Reading Programmes and Active Learn Mathematics Scheme

Early Years Outcomes (EYFS)

Ginn New Star Science

The National Curriculum

QCA Frameworks

The Learning Challenge Curriculum

Medium term planning

Medium term plans for all subject areas are produced. These include:

- Learning Objectives to be covered each lesson (each half term in Pre-School);
- References to Schemes/Frameworks
- Content to be covered each week (lines of development for each area of interest/topic);
- References to Foundation Stage Objectives.

Short term planning

The school has agreed that teachers should be able to decide what form short term planning takes.

However, it must detail the following minimum requirements:

- Show learning objectives and outcomes
- Include detail of the content;
- Show differentiated tasks;

Annotate to show how planning evolves during the week/unit;

- Show Foundation Stage planning based on EYFS;

How teaching assistants/nursery nurses will be incorporated in to the lesson or direct tasks;

- Homework;
- Risk assessments for certain discrete subjects;
- Absent pupils noted.

ASSESSMENT FOR LEARNING (AFL)

AFL ensures more effective teaching by providing the evidence for closer matching of tasks to each child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps teachers to identify needs for future planning and teaching strategies. In Pre-School Orbit our online recording package is used as the AFL tool.

DISPLAY

The school believes that the purpose of display is to support pupils' learning. This may be achieved by engaging pupils via displays that:

- Enable learning to take place;
- Gives children ownership of their own learning environment;
- Reinforce previous learning;
- Celebrate success;
- Raise expectations;
- Clarify routines;
- Encourage independence;
- Illustrates progress.

ROLE OF PARENTS

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can support their children's learning and confidence at school. Year 2 to Year 6 make use of a homework diary (Reception and Year 1 Reading Diary) which ensures effective three-way communication between pupil, parent and teacher.

Parent Consultation Meetings with teachers are held to discuss progress and strategies for further improvement three times a year for all pupils. The school sends information to parents at the start of each term (every 2 weeks in Pre-School) about the programme of learning each child will be following in each subject area (Curriculum Overviews). Information concerning the expectations of homework is sent at the start of each year at the Parent Information Evening so that parents know what will be given to children each week (as set out on pupil timetables). In addition, parents are given reading records to help them support their children at home in Reading. For both English and Maths the pupils receive log-ins to Bug Club/Active Learn at the beginning of a school year. Teachers can allocate appropriate reading books and Maths tasks to each child's area of Bug Club and Active Learn.

Parents receive an interim school report at the end of the Autumn and Spring Terms and a full report at the end of the academic year. Pre-School Children receive constant on-going feedback recording developmental stepping stones via Orbit our online portal. Parents are responsible for ensuring that children attend school on time and regularly; they must inform the school of absence. Holidays during term times are discouraged however in exceptional circumstances holidays can be requested and authorised by the Head Teacher. Many parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of all ages.