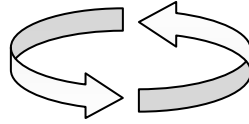




**Gorsefield Primary School**  
**Teaching and Learning Policy**



The underlying philosophy at Gorsefield Primary School is that given appropriate conditions all pupils can learn guided by learner values and the Gorsefield Mission of Inspire, Challenge, Excel. Review of practice through formal and informal monitoring and evaluation enables school improvement to occur through recognition of strengths and identification of areas for development. **Life Long Learning for the whole community is the core business of the school.**

We aim to achieve this by:

- Holding high expectation for all.
- The Headteacher and members of the Senior Leadership team visit classrooms on a regular basis. Within the Monitoring and Evaluation calendar subject leaders are also timetabled to observe teaching and learning on an annual cycle.
- Curriculum co-ordinators monitor the teaching and learning in their subject through the processes of classroom observation, scrutiny of pupil achievement and maintenance of classroom environments conducive to learning in their subject.
- The information generated is used by the school to evaluate performance and identify priorities for staff training, development and the school Development Plan.
- Formal lesson observations are an integral part of the Appraisal Process
- Developmental lesson observations are an integral part of our continuing professional development and are a tool to enhance our Continuous School Improvement process
- Individuals are expected to take responsibility for their own development and that of others and are expected to engage in pedagogical coaching triads and the use of video to self and peer evaluate.

The school houses a professional learning community that is dedicated to developing skills and knowledge that will enable all to develop their learning styles and techniques.

**Effective Learning and Teaching**

At Gorsefield Primary School, effective learning and teaching is characterised by the following:

- Planning and preparation to meet the learning needs of the pupils based on the school's schemes of work. (Read Write Inc/Literacy and Language/Inspire Maths/IPC/PE).
- Lesson management that ensures the tasks are appropriately organised and resourced prior to the start of the lesson.
- Behaviour management that is based on positive praise formulated in the school's positive behaviour policy.

- Effective classroom management, which establishes appropriate routines, agreed rules, access to resources and an environment which promotes outstanding learning.
- Assessment and recording of pupil's progress, which informs the next steps of learning and future planning as an integral part of the teaching process.
- Secure subject knowledge.
- Implementation of Co-operative Learning structures to deepen understanding.
- Fostering independent thinking and resilient learners.
- Feedback at the point of learning – Clear targets and suggestions on how to improve work and ways forward.
- DRICE- Refer to the key principles  
The expectation is that all learning that takes place will **develop children's thinking** skills, provide opportunities for positive **role modelling** of expectation, all learning will be **challenging and engaging** and therefore facilitating maximum **impact** on the progress the children make.

#### **Outstanding High Quality first teaching is**

- Highly focussed lesson design with sharp WILMA/WILF's
- High levels of pupil engagement in learning
- Ensure that children are immediately engaged in learning (no lost learning)
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to move learning on.

#### **Learning and teaching must:**

- 1) Ensure every child succeeds:** provide an inclusive education within a culture of high expectations.
- 2) Build on what learners already know:** structure and pace teaching so that students know what is to be learnt, how and why, use assessment to inform planning next steps in learning, identify gaps and address them in order to bring attainment up to age related.
- 3) Make learning memorable:** use of 'wow' entry/exit points to hook learning and involve the parent body.
- 4) Enrich the learning experience:** build learning skills across the curriculum.
- 5) Embed assessment for learning:** make children partners in their learning through regular self/peer assessment and use of the mentoring system. **Planning for Learning**

'Using knowledge of prior attainment and learning preferences to help achieve potential'

An effective lesson has the following characteristics:

- Clear **WILMA/WILF** shared and understood by the class.
- Success criteria are used by the children to meet the WILMA.

- Children achieve the WILMA
- Pupils are expected to take **responsibility** for their learning
- Achievement is **reviewed** throughout the lesson.
- Well paced and pitched appropriately.
- *The teacher **builds on** previous learning through questioning and intervention*
- *Work is pitched according to children's abilities*
- Assessment for Learning strategies are used throughout the lesson to inform the teachers planning

### **Effective Learning Environment**

We consider that at Gorsefield Primary School, school the learning environment in which teachers teach and learners learn to be of utmost importance. An effective environment is characterised by the following:-

- Pupils and staff who feel confident that they are consistently valued and treated with dignity and respect.
- A positive and stimulating atmosphere and a range of informative, interactive quality displays to celebrate success within an attractive working environment.
- An orderly, tidy and purposeful environment in which pupils are able and willing to learn.
- Pupils who are expected to participate fully in their learning activities and in the wider life of the school and are trusted with a variety of personal responsibilities.
- Displays resources and procedures, which reflect Gorsefield Learner Values, equal opportunity and the diverse society of modern Britain.
- Freedom from bullying and racial harassment.
- Appropriate organisation of chairs and tables, each child having their own working space.
- A print rich environment, which celebrates literacy.
- Well labelled and accessible resources.

<b>Non negotiable check list</b>	
WILMA/WILF prompts	
Visual timetable	
Behaviour traffic lights	
Working Wall boards for Maths/English/ Topic/RE enhancement	
Class charter	
Speed sounds/Blue Pocket chart	
Visual prompts for Kagan Structures	
Class groupings/Kagan partners	
Planning available	
Fire evacuation procedure & escape route	
Cloakroom labels	
WILMA & WILF for all lessons (inc PE & guided reading)	
Attractive engaging library (EYFS/ KS1 /KS2 )areas	
House groupings/Merit charts and smiley face charts/ 100 squares	
Presentation Guidelines	