



Cherry Tree Primary School

Teaching and Learning Policy

June 2015

At Cherry Tree Primary School the staff, governors, parents and pupils work together to promote a positive culture for learning. Teachers use their expertise and subject knowledge to engage, enthuse and motivate pupils. The school recognises that the pupils are unique individuals, and strive to enable everyone to achieve to the best of their ability so that they are prepared for the next stage in their education and learning.

Our School Mission Statement is at the heart of everything we do:

At Cherry Tree School, children and adults work together so that everyone is inspired to learn, grow and achieve their potential in a happy, safe and caring community.

Aims

We want the pupils when they leave our school to be:

- successful and happy
- good citizens and have an understanding of the world
- well balanced and able to form positive relationships
- resilient, self confident and self assured
- able to make informed choices
- enthusiastic, self motivated and independent learners
- have good communication skills including reading, writing and maths which they can use across the curriculum

Planning

Teachers should use assessment of pupils, prior skills, knowledge and understanding in order to plan effectively and set challenging tasks. This will ensure that teaching consistently deepens pupils' knowledge and understanding.

Teacher planning should allow pupils to develop a range of skills including communication, reading, writing and mathematics across the curriculum, as well as promoting pupils' spiritual, moral, social and cultural development.

See Appendix for a list of planning required for each year group.

Teaching, Inclusion and Independent Learning

At Cherry Tree our staff will:

- have high expectations of all pupils so that they can all work hard and achieve well over time.
- have a clear understanding of the needs of all pupils, and be able to provide for pupils with a range of aptitudes and needs, so that their learning improves through appropriately differentiated activities (taking account of any targets they have).
- demonstrate knowledge and understanding of how pupils learn and use well judged teaching strategies to plan for children with different learning styles e.g. visual, aural, and kinaesthetic, in order to successfully engage all pupils in their learning.
- be well planned and use time effectively in lessons so that every opportunity is taken to develop pupil skills and promote a love of learning
- use high quality modelling and demonstrating of ideas and concepts
- provide pupils with opportunities to work independently, in small groups, in pairs and as a whole class
- strive to promote pupils high level of resilience, confidence and independence when pupils are tackling challenging activities and make them feel safe to take risks.
- use praise to promote self esteem and praise effort, and to encourage pupils to take a responsible and conscientious attitude to their work and study.
- staff can draw on the SENCO and external agencies for advice and support on assessment and teaching strategies.



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Assessment, Data and Reporting

We recognise that assessment is essential for moving on the learning of our pupils.

- All staff check pupils' understanding throughout lessons. Teachers listen carefully to individual pupils, and carefully observe and question groups of pupils (through open and closed questions), so they can intervene or reshape tasks and explanations in order to improve learning (See Assessment Policy).
- Teachers use assessment for/of learning and discuss results with the pupils so that they know how well they have done, mark books using next steps so that the pupils know what they need to do to improve their learning further (See Marking Policy).
- Teachers will report to Parents, verbally in the Autumn and Spring terms at parent/teacher consultation, and written in the Summer Report.
- Teachers share information with their class's next teacher during information sharing meetings in July. Data is also passed on in an assessment folder.

Targeted support and intervention

- Teachers use data from assessments to analyse pupil progress and to appropriately target support and interventions to match pupils' individual needs so that they can learn well across the curriculum (See Assessment Policy).
- Teachers are responsible for deploying support staff effectively within their class and for monitoring and evaluating the impact of their support.

Learning environment

- At Cherry Tree we believe that a stimulating, organised and well resourced classroom promotes independent learning and high-quality work.
- The staff ensure that classrooms are attractive learning environments with language rich displays.
- All classrooms in KS 1 and 2 have key vocabulary and curricular target displays. There should be labels and/or displays that reflect the diversity of the class.
- Displays are changed at least once a term, to ensure that the classroom reflects the work and themes studied by the pupils.
- Staff ensure that all pupils have the opportunity to display their work at some time during the year.

Homework

- Teachers will set appropriate and regular homework to contribute to, and further develop pupils' understanding (see Homework Policy).
- Parents are expected to encourage and support their pupils in the completion of their homework. (Home School Agreement)

Behaviour

- Parents are expected to send their children to school regularly, make sure they are punctual and ensure they are wearing the correct uniform. Parents should promote positive attitudes towards school and learning so the pupils are ready to learn when they arrive at school. (School Brochure)
- In school staff are expected to follow the school's rewards and sanction procedures to ensure that pupils' behaviour and engagement contributes to a safe and orderly school environment where learning can flow freely.
- In lessons pupils should be considerate, respectful and courteous to staff and to each other. They should demonstrate positive attitudes and good relationships towards all staff and learning.
- In lessons pupils respond promptly to teachers' direction and work cooperatively together.
- Staff will seek to ensure that all pupils behave in a safe and orderly manner, that promotes a positive image of the school, when engaging in out of school activities.



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Leadership and Management

- School leaders will model good practise and work to monitor, improve and support teaching. Teachers will respond to professional advice and feedback from colleagues.
- School leaders will encourage the enthusiasm of staff and channel their efforts and skills to good effect.
- Best practise will be spread effectively in order to drive continuous improvement.
- Staff will be able to access CPD as appropriate.
- Governors will be involved in monitoring teaching and learning across the school. They will also be a critical friend and develop, review and update policies.

Appendix

Short term planning (weekly)

EYFS

- Nursery have a weekly plan that has weekly tasks for all areas of the curriculum
- Reception have their own planning grids for weekly English, Phonics, Maths, Indoor and Outdoor Provision and themed work e.g. PE, Music. (saved on server in Professional: Foundation: Blank planning formats for EYFS)

KS1 and KS2

- KS1 and KS2 use standard planning grids for Maths, English and their Weekly plan.
- Maths and English weekly plans include the following: clear learning objectives, success criteria, explicit differentiated tasks with an explanation of each activity, names of pupils to be targeted in particular lessons and adult support, key vocabulary and resources.
- Weekly plans include learning objectives for the other subjects being taught that week.
- Teachers will ensure that Computing is used to support learning.

Evaluation

- Teachers will adapt lessons as necessary and note this on plans.

Medium Term Planning

EYFS

- Nursery use a Medium Term Theme Plan.
- Reception use a standardised medium term planning grid for: Theme, Busy Fingers, and Circle Time. (saved on server in Professional: Foundation: Blank planning formats for EYFS)

KS1 and KS2

- KS1 and KS2 use a standardised Medium Term Plan for: Theme, Science, RE, Computing, PSHE PE, Maths and English. KS2 will also have a medium term plan for MFL.

Long Term Planning

- EYFS have a long term plan for the themes to be covered.
- KS1 and KS2 use their class yearly overview grid.