

CLOCKHOUSE PRIMARY SCHOOL



Learning and Teaching Policy

Mission Statement

Our School – A family and a home for everyone

Working and Learning together to be the best that we can be

Our Vision

We are not just a school, we are home!

We lay the foundations for each individual's future and for dreams to be fulfilled - whatever they may be.

No two bricks are the same but are accepted for their uniqueness and are placed in their own special way to meet their needs.

The cement bonds us together as a family to keep us strong, stable and safe.

We are all safe and happy under one roof, we are protected from the elements and prepared to weather every storm.

The key to success unlocks the door to future achievements unseen before.

The windows show us the reflections of our future self as ready, respectful and responsible adults.

Collaboratively, together our home is decorated with challenge and the rooms are furnished with fun.

All around, a variety of trees grow naturally from the seed of success, with nurture and care anything is possible.

So we are not just a school, we are a home that provides a champion for all as well as timeless experiences and skills for a brighter future.

And that is why we are called Clockhouse.

Ring the bell, we're always here!

School Aims

- To enable all children, members of the school community and the wider community to contribute to school life.
- To promote high standards and provide opportunities for all to achieve their full potential.
- To encourage a sense of self-worth and confidence empowering children to fulfil a contributing role in society.
- To create a diverse and challenging learning environment in which children are cared for and feel safe.
- To provide leadership and management which focuses on raising standards and promoting the personal development and well-being of all members of the school community.
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School Vision:

Our vision for high quality teaching, successful learning we believe is achieved by:

- Providing a broad and balanced curriculum to which the children are entitled (as detailed in the Curriculum Policy). In doing so, ensuring that the children are developed Spiritually, Morally, Socially and Culturally.
- Ensuring that children develop into confident individuals who have a clear understanding of British Values and who are appropriately prepared for life in Modern Britain.
- Acknowledging that positive behaviour is the responsibility of all.
- Continuing to provide our pupils with opportunities to develop high aspirations.
- Having high expectations of all our pupils and ensuring effective support is given to accelerate the progress of any pupil who is not achieving their potential.
- Providing a range of quality and innovative teaching styles and activities which sustain pupil's concentration, motivation and application.
- Using technology in a manner that maximises learning.
- Ensuring planning which is linked to current assessment of pupils prior learning.
- Using assessment effectively to ensure that the learning needs of all pupils are met.

- Providing an environment in which our pupils feel safe, feel that they are listened to and know how to seek help.
- Continuing to focus rigorously on ensuring ALL pupils are achieving their potentials across the school and making at least good progress.
- Promoting the well-being of our pupils in our classrooms and within the school and beyond.
- Enabling our pupils to ENJOY their learning and feel inspired and motivated to become life-long learners.

Rationale:

Our Learning and Teaching Policy is based upon belief in the concept of life long learning and the idea that both adults and children develop in their knowledge every day.

Through our practice at Clockhouse Primary we acknowledge that we need at all times to be reflective of our work and understand that not all teaching leads to effective learning.

Through our teaching we aim to enable children to become confident, enquiring and independent learners and develop the skills, knowledge and understanding necessary to become reliable, respectful and positive citizens.

Principles of Inclusion

At Clockhouse Primary School we are firmly committed to the principle that an inclusive school is one in which all learners are provided with aspirational expectations to succeed and enabled in achieving to their full potential.

We consider carefully how the needs of children with learning difficulties and or disabilities will be best met and how the needs of pupils, for whom English is not their first language, will be supported.

Through our practice we ensure that:

- Learning and Teaching strategies are adapted and adjusted to meet children's individual needs within a variety of contexts.
- The children are given the opportunity to make links with their learning thus developing their automaticity.
- A number of highly trained support staff are effectively deployed to work with individual and groups of targeted children and to support the school's academic and pastoral provision
- One to one support, if necessary, is provided in order to support:
 - Level of understanding
 - Behavioural challenges
 - Access to curriculum (not just exposure to)
 - Setting expectations.
- Parents/Carers are involved in all aspects of their children's learning.
- Advice from outside agencies is sought and implemented with children and via the establishment of various intervention strategies

This is displayed by:

- Children with learning difficulties and or disabilities accessing learning within the classroom environment unless specific learning needs require withdrawal at various times.
- Provision which caters to the specific needs of individuals and groups of children.
- Learning Assistant support being informed by the knowledge of children's learning needs.
- Children and parents being valued and supported via contact which informs them of both successes and barriers to learning and progress.
- Opportunities being taken to enable children to share their culture and home experiences with others.
- Adults and children showing respect for each other.

The Learning Environment

At Clockhouse Primary School we believe that the Learning Environment plays a significant role in the way that children learn. We work towards providing learning environments which are stimulating, safe, supportive and conducive to learning. Our classrooms are well organised and attractive learning environments and reflect our belief that a stimulating learning environment promotes independent use of resources and encourages children to develop positive attitudes and take pride in their work.

This is visible in the following evidence:

All classrooms have:

- classroom rules
- displays which reflect the themes being studied by the children (artefacts / books for the children to handle and learn from)
- children's work displayed
- wordbooks / dictionaries appropriate to the age group in the room
- displays relating to literacy and numeracy – e.g. working walls, number lines, problem solving activities, interactive displays etc, including models of 'good' handwriting and presentation
- computer generated labels and explanations of displays
- a range of fiction and non-fiction texts and texts which reflect different cultures and faiths within an well organised and inviting class library
- a teaching file/reading records– where weekly/daily plans/records can be easily accessed by observers in the classroom
- accessible and labelled resources to support and enhance learning
- a bank of plain, lined, squared and rough paper
- clearly labelled drawers/cupboards - indicating contents

High Quality Teaching, Successful Learning

At Clockhouse Primary School we acknowledge that children learn through a combination of processes and recognise that a variety of high quality teaching strategies and approaches, to ensure that every learner acquires skills, concepts and knowledge appropriate to their level of ability and understanding, is required.

Principles that Guide Teaching and Promote Learning

<i>1. We talk to the children about their learning and engage them within the learning process.</i>

This is evidenced by:

- Children talking about their learning to each other and to their teachers, parents / carers and adults at home and other adults in the school.
- Children responding to targeted questions, both orally and in written work.
- Questioning children about their prior learning through mind mapping processes and open-ended questioning.
- Finding out what children are interested in learning prior to the exploration of themes and areas to be taught.
- Engaging the pupils in Learning to Learn activities.
- Enabling children to work with Learning and Talk Partners in a range of learning contexts.
- Involving the children in the identification of success criteria (Steps to Success) and the exploration of the learning intention.

- Encourage the children to self-challenge, when appropriate.
- Highlighting key questions on our planning which encourage the children to talk about what they have learnt.
- Children being invited to assess their progress during lessons via a clear self-assessment process.
- Children using talk as a learning tool e.g. 'Talk for writing'.
- All learning styles are catered for across the curriculum.
- Good use of ICT (pod casting, Green Screen Technology, iPads etc.) to provide other ways of supporting talking and learning.

2. We develop the skills and capacity for our learners to work independently and collaboratively

This is evidenced by:

- Pupils on task and excited by the learning process.
- Children leading their own learning via pupil led learning tasks (including half-termly Home Quest Projects).
- Open questioning encouraging higher order thinking skills to be developed.
- Grouping the children accordingly so that they get the opportunity to work co-operatively.
- Children having an awareness of their next steps in their learning and taking active steps to focus upon these skills e.g. responding to the next steps in the feedback that they have been given
- Children being able to apply previously applied skills across the curriculum and across a range of learning contexts.
- Group investigative learning tasks taking place within real life contexts and via various curriculum themes.
- Enabling the children to engage in sustained and purposeful listening and speaking activities, encouraging debate and reasoned argument.
- A culture within the school that views mistakes as learning opportunities.
- Use of resources which encourage independent learning e.g. – use of lap-tops and iPads to develop research skills.

3. We ensure that our pupils acquire new knowledge and skills, develop their ideas and increase their understanding.

This is evidenced by:

- Teaching being planned to provide 'new' learning opportunities which where possible are linked to real life situations.
- Teaching providing contextualised learning situations - enabling the children to apply the concepts being developed and practise the skills acquired.
- Supporting and teaching children to become independent thinkers and work both collaboratively and independently.
- Non-contextualised Learning Objectives and Success Criteria (Steps to Success) being set in order to enable the transference of skills and concepts.
- Children being provided with opportunities to engage in independent research and follow their own lines of interest e.g. Home Quest Projects.
- Learning outcomes and expectations of learning being made explicit throughout lessons, learning challenges and experiences.
- Children being provided with opportunities to ask questions, explore their own lines of enquiry and form conclusions regarding their learning outcomes.
- Enrichment of the curriculum through community links, visiting experts and educational visits/experience.
- Learning opportunities being routed within real life contexts and environments where skills learned can be applied practically.
- Staff taking responsibility to ensure their own subject knowledge is secure and progressive teaching is evident.

4. We make effective use of Learning Assistants and any other additional support

This is evidenced by:

- All Year Groups being provided with Learning Assistants who are purposefully engaged within focussed support with individuals and groups of children.
- Learning Assistants being involved in the planning process and having an awareness of the learning activities/opportunities that pupils will be engaged in.
- Learning Assistants having a good awareness of the learning needs of pupils they are supporting and their role within this
- Learning Assistants having a good knowledge of the curriculum and knowledge of the subject they are supporting.
- Learning Assistants engaging purposefully with pupils and being able to highlight learning outcomes.
- All Learning Support Staff being deployed for the purpose of supporting learning and only implementing administrative tasks during allocated periods of time.

- Children with additional needs i.e. Speech and Language difficulties being identified at the earliest opportunity and being appointed appropriate intervention.

5. We make effective use of time and insist on high standards of behaviour

This is evidenced by:

- Class and school rules being embedded within the school ethos, being clearly displayed in classrooms and around the school and being regularly referred to by all members of staff.
- Expectations of appropriate behaviour being made explicit via acceptable boundaries and consistently encouraged and praised throughout the school by all members of staff.
- Engaging and well-paced lessons which enable children to contribute positively and remain motivated and on task.
- An appropriate amount of time being given to each part of the lesson including the use of mini-plenaries to reshape and refocus learning throughout learning time and the use of the plenary at the end of the lesson to highlight key points and correct misconceptions as well as reflect upon and extend learning.
- Learning Assistants being deployed effectively across the Year Group to support learning and as a provide opportunities all pupils to be engaged and maximise learning opportunities.
- Planned adult support at focussed learning activities - providing opportunities to promote deep thinking, extend learning opportunities where possible and provide good learning role models.
- Children having a clear understanding of acceptable and appropriate behaviour by being involved in decision-making processes e.g. creating class rules.
- A high-profile modelling of respect and desirable behaviour by all members of staff towards one another.

6. We regularly assess the achievement and attainment of our pupils and use this to inform future learning

This is evidenced by:

- Teachers asking key children questions focussed upon the learning objectives, engaging with their responses and adapting, reshaping and remodelling teaching strategies and learning opportunities to meet learning needs.
- Assessment influencing planning e.g. daily evaluations assessing learning outcomes and informing future learning and teaching opportunities.
- Annotation of planning to ensure that learning is personalised to meet learning needs and as a result leading to pupils making at least good progress against prior attainment.
- Observations of children being made to capture learning in progress and plan further learning opportunities (post-its).

- Written feedback being provided, including next step comments / questions to reinforce learning or challenge children further to which pupils are expected to respond.
- Children being provided with a range of self-assessment opportunities throughout the lesson – e.g. peer-assessment, self-assessment and being expected to reflect and assess their learning at the end of the lesson (self-assessment triangle).
- A rigorous school moderation and assessment system which enables staff to:
 - track pupil progress
 - set individual, end of year, end of Key Stage and school targets based upon prior attainment and nationally expected levels
 - use analysed data to identify pupils whose rate of progress is causing concern
 - make attainment data available to other professionals
 - effectively assess pupils against desirable learning outcomes.

7. We reflect upon our own practice and challenge our thinking and pedagogy

This is evidenced by:

- Teachers adopting a range of teaching styles to cater for the needs of individuals and groups within the classroom.
- A variety of learning styles being evident within classrooms.
- Children actively engaged, motivated, focused and involved in their learning.
- Teachers reviewing their practice analytically on a weekly basis.
- Positive learning outcomes for all pupils.
- Teachers talking positively about their practice and how they impact on pupil outcomes.
- A targeted CPD programme which focuses upon the development of current pedagogy, national initiatives and school based learning priorities.

Roles and Responsibilities:

We recognise that all members of the Clockhouse School Community have a role to play in achieving successful learning. It is believed that the following groups of individuals have a significant role in ensuring that the highlighted learning and teaching principles are a focus at all times within all aspects of the schools learning environment.

Year Group Leaders:

Year Group Leaders are responsible for the quality and consistency of provision, standards and achievement and for ensuring that the Learning and Teaching priorities of the school's Improvement Plan Plan are consistently reflected in the work of their year group.

The role ensures that:

- Consistently high standards of learning and teaching are provided across the year group.

- Learning and teaching practice concentrates wholly on raising the standards of achievement and attainment.
- All staff within the year group are guided, motivated and supported in their work.
- The effectiveness of learning and teaching within the phase is monitored and reviewed on a regular basis.
- An awareness of year group end of year targets and Key Stage targets and standards being reached are communicated to staff.
- Intervention and targeted support are specifically planned to ensure progress is maximised for all.

Subject Leaders:

Subject Leaders are responsible for the quality, progression of skills and consistency of subject provision across the school. In collaboration with year group leaders and the assessment leader they are responsible for monitoring standards of attainment across the school for the subject they lead.

The role ensures that:

- Consistently high standards of learning and teaching are provided across the subject area they lead
- Learning and teaching practice concentrates wholly on raising the standards of achievement and attainment
- All staff relevant to the stated subject are guided, motivated and supported in their work.
- The effectiveness of learning and teaching within the subject is monitored and reviewed on a regular basis.
- An awareness of subject targets and standards being reached and are communicated to staff.

Learning Support Manager (Inclusion and Pastoral Care):

The Learning Support Manager is the lead professional in managing the delivery of all Learning Support Programmes in the school and for ensuring the quality and consistency of those programmes and interventions.

The role involves ensuring that:

- Appropriate learning support programmes are developed and implemented within the school for children considered to require additional learning intervention.
- Children who are not making good progress are identified and supported to do so. Teachers are also supported to ensure the 'narrowing of the gap'.
- Learning support for children with additional needs is reviewed and monitored for effectiveness.
- School staff work collaboratively with parents, carers and local authority staff to offer appropriate and effective learning support provision.
- A lead role is taken for working with other agencies and services involved in learning support programmes/services and the care and well-being of particular pupils.
- An overall responsibility for monitoring the quality and consistency of learning support in the school, its review and improvement is undertaken.

Parents and Carers

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Holding parents' evenings / workshops to explain various areas of the school curriculum.
- Sending information to parents at the start of each term in which we outline the areas that the children will be studying during that term at school.
- Inviting parents to attend parents evenings to discuss their child's progress.
- Sending home learning on a weekly basis and explaining to parents how they can best support their children.
- Providing regular opportunities for parents to come into school and learn with their children.
- Providing on-going communication with parents relating to their child's learning and progress.
- Providing access for all children to online learning resources to support the raising of standards in English and Maths.

Monitoring the implementation of the Policy

The Head teacher, Deputy Head, Assistant Head Teachers, Year Group and Subject Leaders regularly monitor learning and teaching through lesson observation, monitoring of teaching plans, work sampling, learning walks (including unannounced 'drop-ins') and data analysis.

In carrying out the monitoring process a reflective approach, where teachers are encouraged to reflect on their teaching, is adopted.

Planning is monitored by Year Group/Subject Leaders as part of their Learning and Achievement planning and by Senior Leaders as part of their monitoring role.

Pupil attainment is monitored by Class teachers and Year Group Leaders and discussed via progress review meetings with the Head teacher, Deputy Head, Assistant Head teachers

Monitoring of the Learning and Teaching Policy is believed to be an integral element in the improvement of children's attainment and in ensuring that high quality teaching at Clockhouse ensures successful learning for all.

Review

We are aware of the need to review the school Learning and Teaching Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

During the review consideration will be given to:

- the value of the policy to all staff and the Governing Body
- the effectiveness of the policy in working and achieving the school aims pupil performance and assessment results.

This policy has been reviewed and no individual or group are disadvantaged by the policy or process therein.

Date Reviewed: Autumn Term 2026

Review Date: As required / within the next 2 years