



# COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

# Teaching and Learning Policy



- T tolerance
- R respect
- U unity
- S strength
- T truth





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Caring, Proud, Successful!

## Contents

1	Aims
2	School Expectations
3	Teaching
4	Learning Strategies
5	Curriculum
6	Assessment



# COBHAM PRIMARY SCHOOL

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## 1. Aims

The aims of this policy is to ensure that every child in our school is entitled to the very best learning experience during their time at Cobham Primary School. We will ensure that all pupils will achieve their full potential and gain the skills and knowledge necessary to become successful citizens in the future. At Cobham we believe that teaching and learning are intricately interrelated but **learning does not necessarily happen as a result of teaching**. We accept that the most significant impact on learning comes from inspired teaching.

**We believe that** children work best when they have a clear understanding of the objectives and expectations of the lesson; when faced with challenging but achievable tasks; when motivated by and interested in the subject and when their self-esteem is high, thus enabling them to reach their full potential.

**We believe that** children benefit greatly from being totally involved in the process of learning and teaching through formative assessment and excellent feedback through regular target setting and review of progress.

**We believe that** children work best in a stimulating environment conducive to learning, where they feel valued and secure. This develops confidence, independence and mutual respect within a calm and harmonious atmosphere. Children should have access to the best resources, with shared responsibility for their management.

**We believe that** every child should have an equal opportunity to achieve their full potential regardless of race, colour, gender, disabilities, special educational needs or socio-economic background.



# COBHAM PRIMARY SCHOOL

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## 2. School Expectation

Given that the single biggest factor in children's learning is excellent teaching, we commit to ensuring that teachers at Cobham Primary School:

- ❖ Know what outstanding teaching is
- ❖ Enthuse and engage all children every single day
- ❖ Are creative in planning and delivery
- ❖ Are motivational in their teaching
- ❖ Enjoy teaching
- ❖ Have a passion for learning
- ❖ Willingness to continue to learn and develop as a practitioner
- ❖ Are committed to high expectations and high achievement
- ❖ Understand how thinking and questioning develop learning
- ❖ Show total professionalism
- ❖ Seek out and accept constructive feedback from colleagues, pupils and parents
- ❖ Have opportunities to lead in a variety of areas
- ❖ Actively engage and involve parents in their children's learning



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## 3. Teaching

At Cobham, we agree that our teaching will be characterised by:

Planning & Preparation that is clearly linked to **National Curriculum objectives**; that is **differentiated** to show how pupils of all abilities are to be catered for; that has clearly identified **learning objectives** and **success criteria**; that expects challenge for all; that shows **continuity** from the previous lesson and **progression** to the next; that shows how **Teaching Assistants** are to be deployed effectively; that shows how **resources**, including ICT, are to be used to enhance learning; that has a list of **key vocabulary** to be used; that shows how the lesson is to be **structured**; that clearly demarcates the learning journey throughout the lesson.

The teacher's delivery of the lesson which shows an excellent **grasp of the subject**; an awareness of the pupils' different **learning styles**; which is conducted at a **brisk and lively pace**; which is **confident**; which is **interactive**, with the pupils being actively involved; which has a **balance** of teaching-initiated and pupil-initiated activities (in favour of pupil-initiated activities).

A range of different types of lessons which suit the learning objective e.g. practical (where the pupils are learning from first-hand experiences), visual, dramatic (including "hot seating"), group work, investigative (in Maths and Science), problem solving, ICT- based etc.

The delivery of a curriculum which is broad and **balanced** (e.g. proportion of time spent on Maths, English, etc.); which has complete **coverage** of all statutory and non-statutory subjects; which is carefully **timetabled**; where the **content** is pitched correctly for those children; which is **single subject** or **cross-curricular** where appropriate; which is **accessible** to all through differentiation and the provision of the necessary resources; which provides equal opportunities for all children regardless of ability, advantages and disadvantages.

The use of resources which are **prepared** in advance, are readily available and accessible to the pupils; which are **appropriate** for the learning objectives of the



# COBHAM PRIMARY SCHOOL

**Caring, Proud, Successful!**

lesson; which are being **used correctly**; which aid pupils' **different learning styles**; which include the use of **ICT** where appropriate.

The effective use of Teaching Assistants who are **actively involved** in the lesson; who are actively **aiding pupils' learning**; who are involved in prior **planning and preparation**; who have a good **knowledge of the needs** of individual pupils; who support **different focus groups** at different times (e.g. SEN, G&T); who can work using their **initiative**.

The use of Assessment for Learning evidenced by **teachers' marking** which focuses on specific learning objectives; which is **positive** and constructive; which regularly gives pupils **opportunities to follow-up** teachers' marking through action tasks being given; which allows pupils to mark the work of their **peers**; where pupils know their own **learning targets**; where the **learning objective** of the lesson is clearly explained at the start and displayed throughout (e.g. LO:); where differentiated **success criteria** have been devised to guide and support the children's learning.

The highest expectations of our pupils in terms of their **conduct and behaviour** with reference to our 'Caring Cobham Code', achieving their **personal best**, their **engagement** in their learning and their progress towards **achieving their targets**. Acquiring an understanding of the social, moral, spiritual and cultural nature of the society in which they live. Develop a sense of self value and self respect and to understanding and respect the right to social and cultural differences.



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## 4. Learning Strategies

**To ensure that children actively engage in their learning teachers will:**

- *Value all contributions*
- *Praise and reward ideas*
- *Give clear instructions and ask appropriate open-ended questions, which elicit high quality responses*

**To ensure that children are interested and motivated, teachers will:**

- *Plan and prepare creative and interesting lessons thoroughly*
- *Use visual and musical stimulus to engage learners early on in the lesson*
- *Provide clearly differentiated learning opportunity*
- *Use appropriate resources to enhance understanding*
- *Plan for different learning style preferences*
- *Encourage contributions and provide positive feedback*
- *Use brain breaks effectively to support children's learning*

**To ensure that children have a clear understanding of the objectives of the lesson, teachers will:**

- *Display and share learning objectives and success criteria clearly and in 'child-speak' (L.O and SC)*
- *Make regular reference to these during the lesson*
- *Ensure there is time built in for pupils to self-assess using these criteria (2 Stars and a Wish, Peer Marking, Self Assessment against SC)*
- *Check children's work at appropriate intervals during the lesson or encourage peer checking*
- *use mini-plenaries throughout the lesson to assess the children's understanding*

**To ensure that children are confident and independent, teachers will:**

- *Establish good learning routines and expectations*
- *Use encouraging language and praise*
- *Establish and expect a good work ethic*
- *Organise resources so that they are independently accessible*
- *Create a community of learners within the classroom*



# COBHAM PRIMARY SCHOOL

**Caring, Proud, Successful!**

**To ensure that children are challenged and achieve their full potential, teachers will:**

- Differentiate appropriately using 'task' and 'outcome' strategies
- Ensure a good pace to the lessons and a clear learning journey throughout
- Ensure that appropriate challenge, enrichment and consolidation learning tasks are available
- Use assessment and plenary sessions to inform future planning

**To ensure that children are respectful of and co-operate with their teachers and each other, teachers will:**

- Have a clear set of classroom expectations devised with the children
- Reinforce school conduct at the beginning of the year and at regular intervals
- Be an outstanding role model in terms of manners and reinforce positive behaviour through the reward system
- Use Cobham's Caring Code to support and encourage positive learning behaviours

**To ensure that children have pride in their work, achievements and set themselves high standards, teachers will:**

- Encourage children to develop a conscientious approach to their work
- Demonstrate the value of children's work by excellent display
- Utilise the school's rewards policy effectively
- Provide opportunities for pupils to share out-of-school achievements

**To ensure that children are happy, teachers will:**

- Make time to listen
- Praise
- Smile!
- Encourage and positively reinforce good work and behaviour
- Ensure a safe classroom environment where children are secure enough to take risks in their learning
- Develop positive relationships with all children within their care



# COBHAM PRIMARY SCHOOL

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## 5. Curriculum

At Cobham the whole curriculum should enable our learners to:

- Develop knowledge, skills, understanding in a variety of areas which will inspire and motivate the children to use them
- Develop qualities of mindfulness, empathy, feeling, creativity and imagination
- Develop and extend the effective use of language
- Develop and extend the effective use of number
- Develop and appreciate human achievement in all areas of the curriculum
- Develop and acquire an understanding of the social, economical and political nature of society within Modern Britain
- Develop a sense of self-value and self-respect and to understand and respect the right to social and cultural differences within the world

Each year group has its own curriculum map in line with the National Curriculum 2014 which encompasses a broad range of local and global topics. Each subject area has its own curriculum map plotting children's learning from reception through to the end of Key Stage 2 showing progression of subject knowledge and skills.

Year Group/Term Number	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	New Beginnings	Say no to bullying / Getting on and falling out	Going for goals	Good to be me	Relationships Healthy Eating	Change Economic Wellbeing
Year 2	New beginnings- Pupil voice	Getting on and falling out Keeping ourselves safe (Drugs)	Going for goals Money management	Good to be me Living in a diverse world	Relationships Animals and us	Changes special people
Year 3	New Beginnings / Healthy Lifestyles- food	Getting on and falling out	Going for goals / Economic Wellbeing	Good to be me Healthy Lifestyles- food	Relationships SRE	Changes Drug Education
Year 4	New Beginnings & respecting others	Getting on and Falling Out/ Bullying	Going for Goals & Taking Risks	Good to be Me & Choices	Relationships	Changes and Money
Year 5	New Beginnings	Getting On Falling Out - Girls Talk (SRE)	Going for Goals	Good to be Me (including Body Image)	Economic Well Being /Drugs SRE	Changes
Year 6	New Beginnings Pupil voice	Getting on and falling out Say no to Bullying Money Matters	Going for goals Building knowledge about drugs and alcohol	Good to be me (including body image) Personal safety & internet safety First aid procedures	The Power of Relationships (including radicalisation and extremism)	Changes/Moving on Safety in Action How the body works Sex Education Changes in puberty



# COBHAM PRIMARY SCHOOL

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## 6. Assessment

At Cobham, we believe that the consistent use of assessment for learning strategies enhances and deepens and widens children's learning. The use of these strategies should

- 1) Enable children to demonstrate what they know, understand and can do
- 2) Be used to make children aware of the level at which they are working
- 3) Ensure children are aware of the learning outcomes and success criteria to support their means of achieving success
- 4) Give children positive reinforcement that celebrates their achievements
- 5) Provide useful information that enables teachers to plan differentiated work that addresses the learning needs of each child
- 6) Involve children and teachers in recognising what needs to be done to improve work
- 7) Inform the target setting process by identifying areas that will support the progress of individuals and groups of children
- 8) Be used to provide information for parents during consultations and inform homework tasks to support their child's learning at home
- 9) Provide information to inform whole school evaluation and strategic planning

### Forms of assessment

We recognise the importance of formative, summative and diagnostic assessment and plan opportunities for all three to take place.

**Formative assessment** involves both child and teacher in celebrating successes that have been achieved as well as identifying areas for development so that next steps can be carefully planned to meet individual learning needs. When formative assessment, or



# COBHAM PRIMARY SCHOOL

**Caring, Proud, Successful!**

assessment for learning, is embedded in our daily classroom practice, it provides information that can be used to inform planning for teaching and learning that is well matched to children's needs. This will give individual children the opportunity to make good progress and achieve their potential. Assessment for learning involves sharing learning goals, effective questioning and use of oral and written feedback.



# COBHAM PRIMARY SCHOOL

**Caring, Proud, Successful!**

Pieces of writing from every child are moderated by members of the teaching team in collaboration. Teachers discuss children's assessments with parents on a termly basis. Teachers also have Pupil performance meetings with the Head. Children in Y2 undertake end of KS1 tests and tasks in June to confirm teacher assessments which are then moderated by the local authority. Y6 children take statutory KS2 SATs tests in May.

**Summative assessment** involves making a judgement of a child's attainment at a point in time in order to assess their performance in terms of a particular standard. Children are assessed formally in English and Maths once per term in October, February and May. A variety of assessment tools are used including past SATs papers, optional SATs and Pace and Challenge questions. Moderation exemplars are used throughout the school to level writing samples.

**Diagnostic assessment** is used when a child is identified as not meeting age related expectations. The assessments child's learning strengths and difficulties so that the appropriate help and guidance can be provided. This may be in the form of additional interventions.

## **Feedback**

Verbal and/or written feedback will focus on the lesson's main learning objective rather than constantly correcting technical inaccuracies. If there are too many comments or annotations the child may find it overwhelming which may affect their motivation and self-esteem. Teachers therefore use their professional judgement to correct errors, e.g. spellings, grammar, punctuation, calculations and factual inaccuracies. We believe it is important to emphasise the positive aspects of a child's work to maintain their motivation.

Work must be marked promptly and in line with the school/s marking code and discussed with the child where possible. Teachers use green pen to mark work and show corrections and misconceptions. A positive red comment is always given on any piece of work. Children respond to the teacher's feedback known as 'Action Tasks' at the beginning of the next lesson during a musical starter.



# COBHAM PRIMARY SCHOOL

**Caring, Proud, Successful!**

All lessons should contain these AFL elements:-

- 1) Use assessments from the plenary of the last lesson assessment related to success criteria----are children secure/ require reinforcement? Peer / self assessment
- 2) Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary
- 3) Use information from marking -- responses from children to teacher's comments

During the Introduction

- 1) If appropriate, spend time re-visiting feedback from the last piece of work marked
- 2) Recap on previous learning—What did you learn in our last lesson?
- 3) Share LO for the lesson. What does this mean? What do you know already?
- 4) Introduce Success Criteria---children can often generate their own—what will make this a good piece of work? How will know I have been successful in this lesson?
- 5) Model the activity
- 6) Use focussed questions to check understanding
- 7) Ensure activities are engaging and varied

Main Activity

- 1) Identify in the planning a single Focus group to work with for the duration of the main activity (Rotate this between groups during the week)
- 2) Use mini plenaries for example to revisit LO and Success Criteria to share a good example---have they achieved all elements of the learning objective?



# COBHAM PRIMARY SCHOOL

**Caring, Proud, Successful!**

- 3) Consider extension activities for those who complete early and also means for pupils to be independent/self checking whilst the staff are working with focus groups

## Plenary

- 1) Revisit LO and Success criteria—what have we been learning about today? Have we achieved all the success criteria?
- 2) Peer/self assess work against success criteria-make an improvement
- 3) Visual signs- use of thumbs up/thumbs down/use of learning line or learning tree
- 4) Use of Talk partners or Triad partners

"Teachers act on the points for improvement which come out of leaders' monitoring of their work. As a result, changes they make to their teaching lead to impressive improvements such as in the use of assessment for learning and the teaching of writing." (Ofsted, 2012)