



Ayios Nikolaos Teaching and Learning Policy

Review Date: September 2020

Date of Next Review: September 2021

Head Teacher: Mrs Sarah Baillie

SGC Chair: Lt Col S Clifford

Introduction:

At Ayios Nikolaos Primary School we believe in the concept of lifelong learning and the belief that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Our Whole-School Mission Statements:

- To provide a safe, stimulating learning environment that will inspire our children.
- To value and encourage every member of our learning community to achieve their goals and be the best they can be.
- To share and celebrate all personal successes achieved inside and outside of school.
- To maintain the highest standards of teaching and learning within a dynamic, creative and engaging curriculum, which provides exciting opportunities for all and utilises our unique context.
- To continuously build positive relationships within our immediate and broader curriculum.
- To ensure that every member of staff is given continuous professional development in order that good curriculum knowledge and skills results in excellent outcomes for pupils.

Aims for Teaching and Learning:

This Teaching and Learning policy aims to promote consistency, high standards and development of the whole child. At Ayios Nikolaos Primary we aim to provide a caring, supportive and stimulating environment with high quality teaching, which fosters:

- high levels of literacy, numeracy and ICT skills and confidence to apply these across all curriculum areas
- an enquiring mind eager and motivated to learn more each day
- independent young people who are confident, flexible and able to cooperate with others
- imagination and creative expression through a wide range of media
- conscientious young citizens of our multi-cultural society who are tolerant and respectful of others' values
- pride in achievement and a desire to succeed
- equality of opportunity for all

Effective 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. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic,

musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for pupils to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- whole class, group, paired and independent work
- questioning
- use of ICT/multimedia
- visitors, fieldwork and visits to places of educational interest
- creative activities
- development of thinking skills e.g. hats, keys, philosophical questions
- development of metacognition and self-regulation
- debates, role plays and oral presentations
- designing and making things
- participation in physical activity
- self and peer reflection on what has been learned

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. The Curriculum Task Group exercise pupil voice in regularly evaluating teaching and learning practice. Self-review and peer review strategies are used, as well as planned plenaries throughout lessons to review the key learning objectives and to assess the level of understanding.

Effective Teaching:

When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum subjects. We use curriculum plans based on the requirements set out in the National Curriculum (2014) and the EYFS Curriculum. These documents set out the aims, objectives and details of what is to be taught to each year group.

We believe children learn effectively when the teacher provides:

- thorough preparation
- shared learning intentions which are clearly understood by the pupils
- innovative teaching
- 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
- opportunities to review and reflect on the learning
- opportunities to promote spiritual, moral, social and cultural development
- clear expectations of what pupils will achieve by the end of the session
- appropriate pace to the lesson
- thinking time before answering questions
- open-ended, thought provoking, challenging questions
- support for the learning of pupils with differing abilities, including those with dyslexia or literacy difficulties.
- lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation
- a planned programme of educational visits to reinforce and stimulate learning
- developmental feedback with children understanding their next steps targets and what their learning will look like when they have been successful

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their skills and knowledge. We strive to ensure that all tasks set are appropriate to each

child's level of ability. When planning work for children with special educational needs (SEN/D) we give due regard to information and targets contained in the children's Individual Learning Logs. We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at Ayios Nikolaos Primary School should be of the highest possible standard.

All teachers establish positive working relationships with the children whom 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. We have a clear rewards and sanctions policy.

Learning Support 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. Learning Support Assistants are also fully involved in the support programmes such as Sound Discovery, FFT, ELSA and Direct Phonics. Our adult helpers also assist with the preparation and storage of classroom equipment.

All teachers reflect on their strengths and areas of development and plan their professional development needs accordingly. We support teachers in developing their skills, so that they can continually improve their practice.

Display:

The school believes that the purpose of display is to support and celebrate pupil's learning.

This may be achieved in a variety of ways:

Engaging pupils in learning – ownership by pupils

- Interactive display
- Asking questions
- Challenging
- Steps to success
- Exciting ideas
- Fresh / relevant to current topics and themes
- Colourful

Enabling learning to take place

- Word lists
- White boards
- Number lines
- Number squares
- Timelines
- Clocks
- High-frequency words
- Place value cards available

Keeping what is learnt in mind

- Key ideas
- WAL (We Are Learning) / steps to success
- Mind maps
- Links
- Word lists
- Flip charts
- Photographs

Celebrating success

- Displaying good work

Exemplar materials
House points
Achievements
Pupil's photos

Raising expectations

Curriculum
Class/group targets (literacy/numeracy)
Agreed class rules
Aims

Clarifying routines

Timetables
Visual activity cues

Encouraging independence

Self-registration charts
Work bands, dictionaries, thesaurus
Access to resources (clearly labelled)
Strategies for self-help
Class responsibilities/rotas/monitors

Inclusive classrooms

Multi-cultural content (not only relating to RE)
Access
Gender role models
Pupil ownership
Named work by all pupils
School values
PSHE (Jigsaw)

Target Setting

Targets are set in Reading, Writing, Mathematics and PSHE for individuals and groups of children in Year 1 to 6 (FS2 in the summer term). These are formally reported to parents via the End of Year School Progress Report. Literacy targets are based on ongoing written work and are discussed with children. Numeracy targets are based on the work to be studied each term. Targets are discussed with parents at parents' meetings.

Whole school targets in reading, writing, mathematics are set by the Senior Leadership Team. Expected levels of progress for KS1 pupils is 4 sublevels over 2 years. **Expected levels of progress for KS2 pupils is 3 sublevels over 2 years.** Children are set challenging/ aspirational targets. Long term targets are set for pupils over a three-year period. Progress towards targets is carefully monitored and the targets are never lowered. Impact of interventions is reviewed and appropriate action is taken to ensure that all children make good and accelerated rates of progress.

Planning:

Key documents/considerations supporting planning:

- The National Curriculum
- Early Years Foundation Stage
- RE scheme of work SCE agreed (2010)
- Year 6/7 transition arrangements

Long Term Planning:

We offer our children a creative, skills-based curriculum that also encourages independence and our long-term planning reflects this. Our curriculum is skills-based, so the themes for each year group vary each year as they are adapted to meet the different needs and interests of the pupils. There is strong pupil voice with the School Council Task Group (SCTG) taking a key role in forming new class identities and making decisions regarding whole school themes. Long term planning is reviewed annually in the summer term.

Medium Term Planning:

Plans for every half term or termly theme are identified on the curriculum map overview. The Medium Term plan outlines the Learning Objectives to be covered in each area of Learning.

Short term planning Literacy / Numeracy:

This will:

- show learning objectives
- show differentiated tasks
- identify Steps to Success
- indicate what the Teaching Assistant will do
- outline resources required
- evaluation and identification of next steps learning

Short Term planning for all other subjects:

STP will be based on an end product and will take the form of:

- learning objective
- key questions
- content to be covered
- steps to success
- resources
- evaluation and identification of next steps learning

Assessment for Learning:

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the 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 to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for learning:

- is part of effective planning
- affects learner motivation
- focuses on how students learn
- promotes commitment to learning objectives and steps to success
- is central to classroom practice
- helps learners know how to improve
- is a key professional skill
- encourages self-assessment
- has an emotional impact by promoting self-esteem
- recognises progress from child's previous best

We use these strategies to link assessment to high quality teaching and learning:

- Evaluation of one session's planning informs next sessions plan
- Use of data from formal assessment to inform planning and setting
- Improvement time: children are given back work with suggestions as to how part of it might be improved, then allowed planned improvement time.

- Conferencing with pupils to discuss progress and next step targets in line their ILF (Individual Learning File).
- Observations/ Feedback from additional adults

Role of SGC:

Our SGC support, monitor and review the school's policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by reviewing allocation of resources
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- monitor staff development and performance management policies to ensure that they promote good quality teaching
- monitor teaching strategies in the light of health and safety regulations
- monitor the effectiveness of teaching and learning policies through the school self-review processes.

These include the head teacher's reports to SGC and the work of the policy and school improvement committees

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 help further their children's learning and confidence at school. Parents' consultation meetings with teachers are held to discuss progress and strategies for further improvement.

The school sends information to parents at the start of each half term about the programmes each child will be following in all areas of learning. Information about home learning and specific expectations will be introduced at the parents meeting in September and is included in the home learning policy (on school website).

As the children begin at Ayios Nikolaos they follow our induction process. Parents are provided with important information and meet with the headteacher, as well as their child's class teacher. Parents can share any concerns they may have. They also receive information about helping their child with literacy and numeracy skills.

Children are involved in assessment for learning and a record of their formal teacher/pupil conferences are kept. Parents are informed of children's targets and assessments every term and are expected to support their children with achieving their targets.

Parents receive a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents are invited to discuss any concerns they have with teachers at any point.