



**THE PIGGOTT SCHOOL**  
**Charvil Piggott Primary School**

'Go and do Likewise' Luke 10:25-37, The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

**POLICY WITH REGARD TO LEARNING AND TEACHING (PRIMARY)**

**Date last reviewed:** January 2020  
**Responsibility:** Deputy head (Primary)  
**Review Period:** Biennial

**We have no institutionally directed preferred teaching style at The Piggott School: Charvil Primary.** We encourage our teachers to be creative and adopt an individual teaching style which works to their strengths. Teachers are supported in developing their personal practice and receive guidance, mentoring, coaching, resources and INSET to achieve this. Teachers develop as professionals whilst here and use their ever expanding skill base to maximise achievement and attainment for our pupils.

**THIS POLICY WILL HELP THE SCHOOL TO FULFIL ITS AIMS**

1. To support each individual pupil and help them to achieve their personal best
2. To help pupils develop understanding of the curriculum and the skills needed to progress across all curriculum areas

**THE OBJECTIVES OF THIS POLICY:**

1. **Through agreed procedures, the school's policy will endeavour to ensure that all pupils:**
  1. are motivated and interested, showing curiosity and personal responsibility for their learning
  2. have access to a creative and broad-based curriculum, centred around engaging and relevant themes
  3. are clear about what they have to do and why
  4. see the links between current and prior learning
  5. reflect on their progress through the process of self-appraisal
  6. understand what is good about their work and how they can improve it
  7. have ideas about how they can take their learning further, being willing to take risks to do so
  8. are able to support each other and how to seek help when needed
  9. understand and work in a learning partnership with their teachers to achieve their best
  10. develop the key skills of resilience, independence, curiosity and confidence
2. **Through agreed procedures, the school's policy is to expect effective planning to ensure that:**
  1. lessons have a clear aim and purpose, with realistic objectives and outcomes for learning

2. lessons take into account schemes of work and/or the national curriculum
3. lessons set appropriate challenge and time for completion
4. lessons take into account the varying abilities and interests of pupils
5. pupils acquire knowledge, skills and understanding at an appropriate and progressive pace
6. lessons are differentiated for individual needs e.g. SEND and more and most able pupils
7. lessons outline how the adults in the class, including TAs, will be supporting learning
8. lessons have high expectations for pupils' learning
9. appropriate lessons make effective use of ICT

**3. Through agreed procedures, the school's policy expects that effective teaching:**

1. has at its core the school's Christian values of love, respect, equality, honesty, dedication and courage
2. sets clear learning objectives for the children, using planning effectively
3. has high expectations and challenges children
4. ensures that pupils actively participate in all aspects of the lesson
5. makes effective use of ICT where appropriate
6. is based on effective relationships between children and adults
7. sets and maintains high expectations of behaviour
8. makes use of open and closed questioning
9. is aware of pace and transition allowing sufficient time for pupils to work and develop knowledge, conceptual understanding and skills
10. takes individual needs into account
11. makes use of assessment to inform planning– formative, summative and statutory.
12. is reflective about own practice
13. values children's contributions
14. means being professional in all aspects
15. makes learning enjoyable and rewarding – plan activities to widen experiences, e.g. trips
16. makes effective use of feedback in accordance with the school's marking policy

## **MONITORING PLANNING, LEARNING AND TEACHING**

Monitoring of teaching, learning and assessment is a supportive process which reflects mutual professional respect and expectations. The aim is to improve the quality of teaching, learning and assessment by encouraging all teachers to be reflective practitioners. We believe high quality teaching and learning is central to school improvement.

### **Planning, learning and teaching will be monitored and improved in these ways:**

- Classroom observation
- Monitoring the quality of pupils' work
- Monitoring the quality of planning
- learning walks
- Planning will be made available when requested and will be saved on the Shared Drive
- External monitoring by Diocesan Adviser

Verbal feedback from observations will be given soon after the observation takes place. Observations will be recorded on the agreed proforma and given to the teacher.

**ASSOCIATED POLICIES: STAFF HANDBOOK; CURRICULUM; SPECIAL EDUCATIONAL NEEDS; ASSESSMENT; MARKING POLICY**