



**Altarnun**  
Primary School

**Altarnun Primary Teaching and Learning Policy**



## Contents

1.	Mission Statement .....	2
2.	Aims and Objectives of the Policy .....	2
3.	Principles.....	2
4.	Teaching and Learning.....	Error! Bookmark not defined.
5.	Organisation and Supporting Materials .....	6
6.	Parental Involvement - Guidance, Homework, Support and Feedback.....	8
7.	Staff Development .....	8
8.	Monitoring and Evaluation.....	8

## 1. Mission Statement

**Adventure Learning Academy Trust (ALAT) AND Bright Tribe Trust (Bright Tribe) brings a new energy and approach to providing the best education for our students.** Through proven practices, ALAT / Bright Tribe will transform the learning of students, raise standards and provide the highest quality learning environments, enabling students and teaching staff to thrive and be the best. ALAT / Bright Tribe's aim is to break down the barriers that limit educational progress. We do this through adopting a personal learning pathway for every child – one that takes account of individual needs, aspirations and talents.

ALAT / Bright Tribe's values:

### Learn

Provide the best education for every student.

Ensure the highest quality teaching and learning.

Work with the family, parent or carer.

### Grow

Grow our students' futures.

Develop the best teaching staff.

Provide the best learning environment and supporting technology.

### Prosper

Lead the way in education.

Realise the opportunities.

Be connected to the community.

## 2. Aims and Objectives of the Policy

- To ensure high quality teaching and learning for all that enables the acquisition of skills, knowledge and understanding to enhance future learning and support children to master the national curriculum and attain the best possible standards of pupil performance.
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs.
- To provide a broad and balanced curriculum which enables opportunity for all pupils to acquire content through variation, differentiation and cross curricular links.
- To promote a wide range of enrichment experiences (trips/visitors/clubs) which enable children to make connections between all forms of learning and support different types of learning smart (see appendix 2).
- To develop lively and enquiring minds through encouraging children to question, reason, discuss and problem solve in order to make informed decisions. To ensure all pupils progress and develop.
- To promote positive attitudes, good behaviour and moral understanding (see behaviour and PSHE policy).
- To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others.
- To promote positive relationships between the governing body and all other members of the school community including; children, their parents/carers and staff.

## 3. Principles

- The policy will direct the practice of all school staff
- It will be in line with Ofsted criteria for best practice
- It will be shared with pupils and parents
- It will be subject to regular review and evaluation by staff and Governors



## 4. Teaching and Learning

Teaching and learning is at the heart of our work and drives the priorities within the Termly School Development Plan, where it underpins all identified school priorities. This is a living document where ongoing pedagogical discussions will be reflected.

### ALAT/Bright Tribe pupils:

- achieve their full potential as rounded individuals
- achieve high standards in all areas of the curriculum
- develop themselves as confident, self- motivated, independent and collaborative learners
- be able to adapt to new challenges and opportunities
- be active contributors to the school and to the wider community
- value themselves
- value and care for others in the local community and the wider world
- understand and accept the rights and responsibilities of being citizens of the future
- learn about, value and enjoy our diverse society

### To achieve these aims we will provide:

- A happy, healthy, safe and secure environment
- A school site providing the resources for an innovative and exciting learning environment for the 21st Century
- High quality teaching across the whole curriculum
- A rich, challenging and relevant curriculum
- A wide range of extra- curricular opportunities
- Opportunities for pupils to play a part in developing their school and community
- A professional, skilled, highly motivated staff team committed to the ethos and aims of the trust and the school
- Opportunities for parents to be active partners in the education of their children and the life of the school.
- A commitment to place the school within the community as a resource for lifelong learning and a partner in regeneration
- School leadership focused on continuous improvement
- Effective management systems which support the drive to raise standards.

This policy has been developed with the involvement of staff in order to underpin all our other policies and practices in achieving our school aims.

### Within ALAT/Bright Tribe good quality learning is characterised by:

- Observable pupil progress (the acquisition of knowledge, skills and understanding)
- Pupils' application and concentration on tasks that demand intellectual and creative engagement



- Pupils ability to work independently and collaboratively
- the development of cognitive and affective skills- i.e.:
  - enquiry
  - problem solving
  - creative thinking
  - information processing
  - reasoning
  - evaluation
  - self-awareness
  - managing feelings
  - motivation
  - empathy
  - social skills
  - communication
  - making links

Within ALAT/Bright Tribe academies good quality teaching is characterised and supported by:

- High staff morale based on time for development, planning and preparation
- Sound teacher subject knowledge
- Effective planning based on agreed schemes of work, and modified by assessment for learning. This should promote the development of core skills (Language, Literacy, Maths and ICT) in all subjects
- Clear learning intentions, context and success criteria shared with the children
- A range of strategies and resources that interest, encourage, engage and challenge pupils. This should include regular opportunities for 'learning partner work' in all lessons. ICT opportunities will be maximised in all units of work
- The promotion of the self-esteem and confidence of all children so that they believe that they can succeed
- A supportive and stimulating physical environment which promotes independent learning
- Effective use of time including regular opportunities for reflection and rehearsal to promote speaking, listening and thinking skills
- The provision of learning experiences outside the classroom and the set timetable
- Strategies that promote high standards of behaviour and engagement with learning.
- The effective use of the significant contribution of learning support assistants in promoting pupil engagement and progress.
- Engagement with parents including the provision of homework



- Promotion of equality of opportunity so that the inclusion and achievement of all pupils is maximised.

Within ALAT/Bright Tribe academies good quality assessment for learning is characterised by:

- Constructive and thorough assessment of pupils' work (see Feedback policy)
- The use of assessment to inform planning and target setting. This would involve:
  - the setting of group and individual targets
  - the amendment of planning and teaching to prioritise the targets
  - pupil's involvement in and understanding of their targets and progress
  - the half termly evaluation of progress towards the targets to inform future planning at all levels.
- The use of day to day assessment strategies including teacher and pupil questioning; reflection and review opportunities for pupils
- Questioning is used in a variety of ways

Pupil's involvement and understanding of how they are improving and how they can improve further.

**Good lessons across ALAT/Bright Tribe academies have the following features**

- The teacher is the first into the classroom at the start of the lesson. Pupils are greeted on arrival
- They are given clear guidance and support about what is expected of them
- The lesson is well planned
- The teacher is well prepared with the appropriate resources
- the 'Big Picture' i.e. the 'what and how' of the lesson is explained
- Connections with previous learning are made by teacher and pupils
- The lesson objectives (Learning Intention and Context) are communicated clearly to the pupils at the start of the lesson and displayed throughout. They are related to the curricular targets for the class and these are referred to by teacher and children
- The learning outcomes (success criteria) are made clear through key questions to be asked and answered at the end
- The teacher has high expectations of all the pupils in the class and fosters an ethos of self-belief
- The teacher employs a range of strategies and stimuli (differentiation) to engage all pupils including skilled questioning
- Children are working at the appropriate level of challenge and success for their ability
- All parts of the lesson are characterised by opportunities for Visual, Auditory and Kinesthetic (VAK) learning.
- Children are given a range of opportunities for demonstrating knowledge, skills and understanding throughout the lesson and in the plenary. When answering questions or solving problems, time is given for rehearsal and reflection and 'talk partners' are used
- Pupils make good progress.
- Pupils achieve well for their level of ability.



- The lesson ends with review of the learning outcomes- what have we achieved? What have we learnt? Have we answered the key questions?
- The lesson ends with celebration of successes; some cues and links for the next lesson and the setting of homework or further study if appropriate
- The teacher strives for pupil interest, involvement and enjoyment.
- Positive reinforcement and praise is a feature of the learning experience.
- The teacher produces a well-ordered, supportive and productive learning environment.
- The teacher works with a different Focus group daily to accelerate learning.
- The lesson demonstrates appropriate pace and challenge.
- Learning is 'chunked' to provide for the different concentration, retention and developmental levels of the children
- Mini plenaries consolidate learning and move learning on within the lesson.
- Appropriate forms of assessment are an integral part of the learning process.
- Learning is scaffolded throughout the lesson via questioning, learning walls, activities, talk partners, prior learning, frames and quality Success Criteria.
- The teacher promotes positive classroom behaviour with consistency and fairness and in line with school policies and procedures.
- The teacher ensures that the learning environment is ready for the next lesson and that transitions between lessons are smooth.
- The lesson ends on time and pupils are dismissed in an orderly fashion in line with agreed procedures.

## 5. Organisation and Supporting Materials

### Curriculum

Our curriculum is broad and balanced focusing on depth of learning and mastery of content and skills. This enables teachers to remain with a subject for longer; ensuring pupils have mastered the content before accelerating into new material. We use a range of resources to support our curriculum:

- The current Primary National Curriculum 2014;
- The Early Years Foundation Stage Framework ;
- The Agreed Syllabus for Religious Education;

The curriculum is a thematic and creative approach to learning that is skills based; using a wide range of resources that fulfil the requirements of the statutory national curriculum 2014.

The Curriculum is enriched by the use of immediate experiences for pupils including visits, visitors to school, a programme of extra-curricular activities and a residential visit for Y6 pupils.

Pupils' social, emotional and health development are central to our provision of teaching and learning. This is delivered both through Personal, Social and Health Education, TIS and across all subjects.



## Planning

### Long Term Planning

- Our 'Whole School Curriculum Map' plots the content covered from year one to year six for each individual year group and each curriculum area. This is broken down carefully within our progression of skills documents and opportunities to promote mastery are available throughout. EYFS development matters statements guide and support the planning for the Early Years and achievement of the Early Learning Goals.
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits. This is reviewed on an annual basis. Year group teachers plan together every week in order to reflect our aim that core skills and curricular targets should be developed through meaningful cross curricular units of work.

Teachers will brief teaching Assistants before they are due to be involved in the lessons.

### Classroom Environment

The layout of the classroom will promote inclusive and interactive teaching and learning.

- Classrooms will be tidy, safe and attractive.
- Pupils' work will be valued and celebrated through displays in the public areas and within lessons.
- Pupils will take care of all their learning resources- e.g. exercise books should be free from graffiti.
- Learning walls will have materials to support and scaffold learning including work in progress.
- All the pupils' books are labelled with their Full name, Class and group.

In every class throughout the academy the children are grouped for lessons – this includes ability groupings and mixed ability groupings.

Maths	English	Reading	Science/other curriculum areas
To be confirmed at school level	To be confirmed at school level	To be confirmed at school level	Mixed ability Groups that are changed TERMLY

### Resources

Centrally- held learning resources are located around school in the library, resources room. Many other resources are located with classes and year groups.

Learning resources in classrooms are the responsibility of the class teacher and should promote the independent learning of all pupils. They should be of the highest quality, condition and variety to promote pupil engagement. Subject specific resources are the responsibility of coordinators.

### ICT

All classes have interactive whiteboards. (There are class sets of laptops available within each school which are networked with access to the internet.)

Visualisers are also available to support learning across school.

ICT is central to the delivery of an exciting, motivating curriculum relevant to learners in the 21st century. As a school we will support colleagues in developing the skills to use these resources effectively



## 6. Parental Involvement - Guidance, Homework, Support and Feedback

Parental involvement is an important priority for us in accelerating the progress of our pupils. For the classroom teacher this means:

- keeping parents informed of their child's learning and progress; this will include 2 formal parents' evenings; the exchange of records and informal communication including certificates etc. which affirm and celebrate progress and positive behaviour.
- Involving and guiding parents in their support for their child's learning.
- Inviting parents to participate in class activities e.g. educational visits, open afternoons
- Inviting parents to become volunteer helpers
- Providing relevant homework and clear guidelines for parental support. Homework, in both Key Stages, is issued EVERY week and includes information to help both the children and the parents with what is expected of them.

## 7. Staff Development

Through our involvement in and commitment to raising standards we will continue to receive whole staff development based on school priorities and identified needs. The Performance Management process will help staff to identify targets and areas for development in line with school development priorities and for their own professional development. Central to this process is the notion that as professionals we have a responsibility to seek to improve our practice and therefore to be active in evaluating our own needs as well as acting on the support and advice of colleagues.

## 8. Monitoring and Evaluation

The implementation of this policy will be monitored in line with the Monitoring and Evaluation Policy. A plan including areas of focus will be drawn up termly in the form of School Development plan. Teachers will be held to account through Pupil Progress Meetings with the Principal and SLT each half term.

Governors will receive monitoring reports from the Principal each term and from other phase leaders as required. Subject governors will liaise with SLT members and will make classroom visits to familiarise themselves with teaching and learning provision.

The success of this policy will be evaluated against our analysis of data on pupil progress and achievement; this data will include test and assessment outcomes; scrutiny of pupil work and progress; discussions with pupils; classroom monitoring of teaching; benchmarking against 'similar schools'. This evaluation should reveal the extent to which all pupils have made progress and achieved the best that they can and the extent to which teaching is adapting and improving to support pupil progress.





# Altarnun Primary School

Five Lanes Launceston Cornwall PL15 7RZ

**Telephone** 01566 86274 **Email** [secretary@altarnunprimary.org.uk](mailto:secretary@altarnunprimary.org.uk)

**[www.altarnunprimary.org.uk](http://www.altarnunprimary.org.uk)**

