PENSHURST CE PRIMARY SCHOOL

Teaching and Learning Policy

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The Learning Environment	The Classroom Environment	Quality of Teaching, Learning & Assessment
The visual appearance and physical layout of the school define the ethos, expectations and values in our school. All staff are expected to contribute to maintaining the school environment in terms of putting resources away and looking after the resources we have. The learning environment is vibrant, neat and models our high expectations of the whole school community. Staff and pupils are all equally responsible for maintaining the environment. It is an expectation that learning areas (classroom and communal) are kept tidy and items that are misplaced are removed) The school community uphold the idea of 'we treat others as we wish to be treated'. This is the school's overarching rule and it is an expectation that all members of the community uphold this. The school environment and atmosphere is welcoming and gives those coming into the school a warm and friendly sense of belonging. The school's values and vision are evident in the learning environment and updated regularly. All stakeholders will understand and articulate the school's vision, values and ethos. Displays of pupil work are of high quality and are often supported by annotations or other ways of describing why the work is displayed. Work displayed echoes the school's values and vision.	All members of the school community are welcomed daily and everyone has a sense of belonging. The classroom ethos is firmly based in our Christian values and pupils are given a time for reflection at the end of the day and at other times as and when appropriate. A prayer is said before the end of the school day either by an adult or child. Classroom layout reflects the learners in the class and allows all pupils to be independent learners. Pupils show respect to their surroundings, adults and their peers. All learning areas are tidy and resources put away at the end of each day. All classrooms reflect our high standards and all equipment and resources are fit for purpose, neatly stored and accessible to learners. The needs of all learners are the priority in all aspects of classroom life. Classroom displays are used for a variety of purposes, including: • Celebrating pupil attainment/achievement • Working walls – these are ongoing and give support to learners • To enthuse, inspire and engage pupils. • To display pupil generated questions and answers. Where and when appropriate there should be support for daily expectations eg 'we always'.	All teaching and learning should be **good** or better. Teachers should aspire to deliver lessons that precisely match the needs of the learners. Teacher Standards (2016) should be used to support teachers in their professional development and in setting targets for their development. They are the minimum requirement of any teacher, regardless of pay scale. Judgements of teaching and learning will be made through assessment of pupil progress, book scrutiny, learning walks, lesson observations, marking and feedback. It will not be based on teaching alone. Three judgements will be made a year. Teaching Assistants are included as part of the teaching team; they are included in planning and assessment and have a clear understanding of their role in lessons. Teachers share information (esp planning) with them so there are clear expectations. Work is accurately matched to the needs of pupils; it is neither too easy nor too challenging. Teachers scaffold and challenge pupil learning through differentiation of task or resources. Teaching style and input will be varied in order to cater for the needs of different learners and will take into account our mixed age year groupings.

	Each classroom must have a prayer station / an area given over to display our Christian values . This area should allow pupils to reflect and add their own ideas. This can also support class collective worship or enhance whole school collective worship themes. Class expectations should be explicit and consistently applied in all classrooms. Pupils should feel they contribute to the classroom environment through notice boards, clubs and items of interest etc. Children's thoughts and views are regularly sought.	Pupils work is marked in accordance with our Marking and Feedback policy. Marking and feedback is used in all subjects (as appropriate) and teachers use ongoing assessment to inform their judgements, plans and next steps for pupils. Misconceptions are dealt with quickly and teachers support pupils to embed the correct learning this may require additional teaching or practise. Pupils are given time to improve or work on next steps as part of lessons. When a pupil is not making good progress teachers will take steps to remove barriers to learning. This may include personalised learning, discussions with the School's SENDCo, provision mapping and parental involvement. Teachers routinely share information with parents about their child's progress. Homework enables all pupils to practise key knowledge, skills and understanding appropriate to their age related expectations.