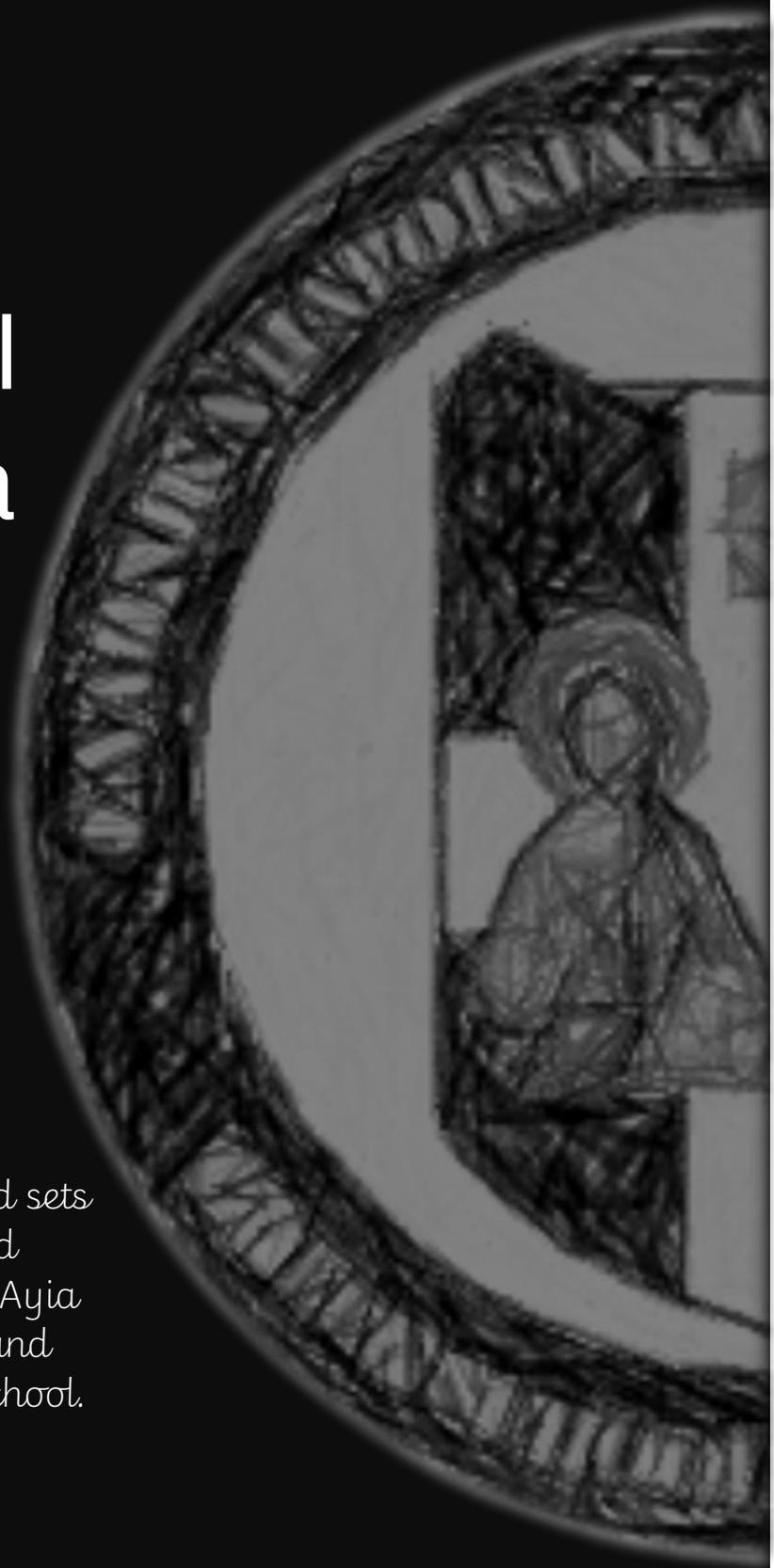# Greek School *of* Ayia Triada Birmingham

Teaching and Learning Policy

This document defines the term and sets out the principles, practices and procedures which Greek School of Ayia Triada will follow in respecting and valuing each child attending the school.

Contents

1. **Introduction**

We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun and creative. 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 future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

At Greek School of Ayia Triada Birmingham we believe children learn best when:
- teaching and learning activities enthuse, and foster curiosity and enthusiasm for learning
- learning activities are well planned, ensuring progress in the short, medium and long term.
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

2. Aims and Objectives

Teaching at Greek School Ayia Triada Birmingham is 'Learning and Pupil Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.
- Enable children to become confident, resourceful, enquiring and independent learners;
- Foster children's self esteem, self confidence and feelings of self-worth and help them build positive relationships with other people – both peers and adults;
- Develop children's self-respect and encourage children to respect ideas, attitudes, values and feelings of others;
- To raise standards of achievement in all aspects of pupil development through the school;
- To develop each child's desire to achieve;
- To develop and communicate an ethos of high expectation throughout the school community;
- To provide children with a purpose and context for their learning;
- To promote a caring and considerate attitude towards each other within the community;

3. Our Philosophy

At the Greek School of Ayia Triada we believe that:
- Quality learning is enhanced by a variety of teaching styles and strategies.
- Quality learning is a result of quality teaching, which is itself informed by regular assessment and oral and written feedback.
- Children and teachers value learning, the development of learning skills and the acquisition of knowledge.

- To learn children must be involved in their own learning and understand what they need to do to improve.
- All staff have high expectations of children in terms of their learning.
- All children should be encouraged to develop enquiring minds.
- Children should be encouraged by all staff to become increasingly independent learners.
- Parents and carers have a crucial and constructive role to play in developing their children's learning.

4. Ethos

- We believe that a stimulating school environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality work by the children. At Greek School of Ayia Triada we endeavour to create a positive context for learning by:
- Fostering a caring and considerate environment where all children feel safe;
- Providing good role models through the way that we interact with all adults and children, at all times, and in all places;
- Developing classroom environments in which children feel valued, respected and safe;
- Creating an environment where it is acceptable to make mistakes and be challenged by their learning;
- Involving all pupils in the way the school is run, through class and school councils, in order to make them feel that their opinion is valued;
- Providing exciting opportunities for learning, which enrich the curriculum and include after-school activities, visits and input from the wider community, including religious speakers, arts performers and representatives from the sporting bodies.

5. Teaching and Learning Environment

The environment the children work in plays a crucial role in the way they learn. We strive to provide a stimulating environment conducive to learning. We achieve this:

- Creating defined areas in classrooms and keeping the classrooms tidy.
- Organising environments which set an example for children.
- We change our displays regularly, to ensure that the classroom reflects the topics studied by the children;
- Creating classroom environments that embody a range of displays that are bright, stimulating and celebrate children's work, as well as literacy and numeracy working walls which promote children's current learning.
- Providing drinking water in all classrooms, promoting nutritious school dinners and encouraging healthy snacks at playtime in order to contribute towards good physical and mental health.

6. 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 the way best suited to them:

→ **Visual**
→ **Auditory / orally**
→ **Kinaesthetically**

Therefore, we endeavour to take account of these different learning styles when planning and teaching. Through our planning we offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole class work
- asking and answering questions
- use of the computer
- fieldwork and visits to places of educational interest
- creative activities
- watching television and responding to recorded material (eg. Listening and responding activities)
- debates, role-plays and oral presentations
- designing and making things
- Visitors to enhance learning

We involve children in the learning process and encourage them to develop self-assessment skills, so that they can take greater responsibility for their learning. We make regular evaluations of lessons so that we can modify and improve our teaching and also inform future planning. Effective marking and verbal feedback provides an invaluable guidance on how well children are doing and what they need to do in order to improve.

7. Effective Teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the schools skills based curriculum plan to guide our teaching.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. 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, we give due regard to information and targets contained in the children's Educational Healthcare plans- which are provided by the mainstream schools following our request and requests from parents. We have high expectations of all children, and we believe that their work should be of the highest possible standard.

8. Behaviour & Discipline

All staff at Greek School of Ayia Triada School make a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our staff follow the *Behaviour Policy* with regard to discipline and classroom management. We set and agree with the children a school code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts, by doing so; we help build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow guidelines for sanctions as outlined in our school *Behaviour Policy*. We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety, according to the principles of the *Offsite Activities Policy.*

We deploy Teaching Assistants effectively, according to the needs of the pupils. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of children's work. Other adult helpers are also deployed to support learning in the classroom.

9. Pupil Management

We acknowledge that well-managed classrooms are characterised by a range of other features, which we strive to achieve:

- There are established lesson routines and ways of working e.g. register, morning or arrival activities, lining up, tidying away and wet playtimes (for EYFs).

- Resources are well-maintained and well-presented. Teachers are prepared for lessons, including the organisation and preparation of teaching aids / resources.

- All adults take responsibility for maintaining standards of behaviour for all children according to our Behaviour Policy.

- All adults are expected to insist upon and maintain high levels of whole class good behaviour when moving around the school, in the school hall during dinner times and in the playground e.g. assembly time, during celebrations, during lini lining up on the playground and walking into the school.

The school standards of behaviour should be maintained when on educational visits outside school, including sporting events and when outside visitors come into school.

10. Assessment, Recording & Reporting

Assessment should be at the heart of the educational process enabling children and their teachers to engage together to form an integral part of planning, teaching and learning. As part of a continuous process assessment enables informs planning to ensure children are being appropriately challenged in all aspects of the curriculum.

Assessments can be made whilst working alongside individual children within the context of the classroom and also through analysing more formal assessments made at various times during the year.

The most effective assessment procedures involve a clear awareness of the context in which 'achievements' are made. Involving children in their learning journey ensures that our judgements are sensitive to the child's perception and that they are clear on what they need to do to improve their work.

11.   Evaluation, Observation and Assessment of Pupils Work and Progress

All teachers observe, assess, reflect and review the achievements of each pupil on a regular basis. They keep detailed assessment records for the pupils they teach. Each pupil is fully involved in the assessment process through self-appraisal, peer-appraisal and target setting. Pupils know how well they have achieved and what they need to do to achieve the next steps in their learning. Assessment is viewed as an ongoing process, which takes account of pupils' different rates of learning development.

Any weaknesses in children's learning are identified early and this helps teachers evaluate the effectiveness of their teaching at regular intervals. Pupils are given regular constructive feedback on their learning. This helps them know when they have mastered a skill, or how they can improve. Teachers make ongoing observations of pupils' learning in their lessons. They also regularly analyse pupils' work in order to identify their learning needs. Pupils' learning achievements are also recognised through verbal praise, celebration assemblies, displays in class and school, certificates and the Celebration Wall.

Assessment Procedures
The school has an established system for assessing and monitoring children's progress and achievements. School assessment procedures have been, and continue to be reviewed in light of changes in the assessment strategies recognised by the Cypriot Educational Mission as well as the Greek Educational Mission. For 2016/17, Year 4, Year 5 and Year 6 will begin to be assessed using end of Year Examinations, Ellinomatheia Examinations, as well as baselining tests appropriate to the curriculum being taught.

12. Role of the Headteacher and Management Board
A. Headteacher

- Support the use of appropriate teaching strategies by allocating resources effectively
- Coordinates and chairs the monthly meetings of the school staff.
- Supports the professional development procedures of the staff.
- Review the staff performance termly
- Planning publicity strategies and campaigns
- writing and producing presentations and press releases

- organising promotional events such as press conferences, open days, exhibitions, tours and visits
- designing, writing and/or producing presentations, press releases, articles, leaflets, 'in-house' journals, reports, publicity brochures, information for web sites and promotional videos
- Calls and Chairs for disciplinary meetings with the Management Board in the case of serious incidences at school, formal complaints and misconduct complaints
- Responsible for setting up an Educational Advisory Team. This team consists of 5 people, Educational Advisors with long experience in education from management, advisory, or academic related positions.
- Coordinates and supports the role of the Ed. Advisory Team
- Coordinates and Supports the hiring and employment procedures of the school and ensures that the school fully complies with the equal opportunities policy as well as the good practice of teaching and support staff employed in school
- Monitors teaching strategies in the light of health and safety regulations
- Monitors how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensures that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policies through the school self- review processes (staff and Management Feedback, Parents' Feedback and Management Report for the end of the Year)

B. Chair Management Board

- Supports the role of the Headteacher of the School
- Calls for monthly meetings with the Management Board
- Calls for policy review meetings
- Attends disciplinary meetings and makes presents the case that has been forwarded to the school for disciplinary action, in the case of for example, serious incidence at school, formal complaints and misconduct complaints
- Coordinates and supports the role of the different teams of the Management Board: Finance and Fundraising team, Educational Advisory Team, and various project teams that are set up on occasional basis with time limited
- Sets the agenda of the meetings
- Holds a significant vote in the meetings of the Management Board
- With the Headteacher supports the professional development procedures of the staff.
- Supports and monitors the review proceedings of staff performance review meetings
- Planning publicity strategies and campaigns
- writing and producing presentations and press releases
- With the Headteacher monitors the effectiveness of the school's teaching and learning policies through the school self- review processes (staff and Management Feedback, Parents' Feedback and Management Report for the end of the Year)
- Makes decisions on restructuring procedures when and if needed

13. Role of the Parents / Guardians

We believe that parents have a fundamental role to play in helping children to learn. We ensure parents are informed about what and how their children are learning by:

- Holding parents' evenings to discuss children's progress
- Information for parents are provided in a Parents' Information Pack, an A5 booklet given to the parents at the beginning of the year
- Monthly Newsletters
- School Magazine
- Website information

Reporting to Parents

Each year, during the Summer term, a detailed report of the child's progress is given to parents at the end of year progress meetings. The tone of the report is always positive and a celebration of the child's achievements, however points for development are also included but phrased carefully in a constructive form in. The report also invites a response from parents.

Once each term there is a formal opportunity for parents to speak to their child's class teacher and discuss the progress (parents' evenings) their child is making and ways in which they can support their child's learning at home. During the evening itself, parents are encouraged to look at the work alongside their child and share their targets, significant achievements and teacher response.

Explain to parents how they can support their children with homework (homework evening, reading and maths evenings, transition afternoons).

14. Standardisation and Moderation

Effective teaching at all stages depends on knowing what individual children have actually learned. As a regular part of staff meetings we scrutinise samples of work across all Year Groups and discuss the features of the assessed levels and next steps and stages of development. During these meetings we also run book trolls in order to ensure

15. Monitoring and evaluation

Staff development needs will be identified in line with this policy. Performance Management/ Appraisal Meetings and Continued Professional Development Policies. The Teaching and Learning policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
In order to provide a clear picture of the quality and consistency of practice across the school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- Classroom observation

- Sampling pupil's work
- Sharing pupil's work throughout the school and discussing quality
- Internal moderation and standardisation of pupil's work
- Discussion with pupils.

16.   Learning Walks, Lesson Observations, And Staff Appraisals: *measuring impact on pupils' progress and effectiveness of teaching*

Teachers' work, planning, schemes of work, individual learning targets, homework routines, books and marking all have an impact on the progression of the learning and of the individual learning progress of children. For this reason the work of the teachers is closely monitored in our school in an effort for improving standards as well as for improve our practice and to deliver effective planning.

At the Greek School of Ayia Triada Birmingham, from September to July we carry out two 20 minute learning walks, Book Trolls and one 40 minute general observation. Teachers and TAs attend feedback meetings and follow up meetings to discuss their lessons and where needed to talk about ways to improve lessons. A general letter and a meeting is also arranged with all the staff to raise any general concerns, if there are and also to talk about the strong points of the lessons observed. Where possible standard routines, techniques and ideas that were outstanding are suggested for improvement.

Some of the general information concerning the grading of the lessons are provided herebelow:

Outstanding lessons (1)
- Information from assessments is used to set tasks that are perfectly matched to the pupils' prior attainment
- The work is pitched at a level that is achievable if individual pupils work hard and try their very best
- Pupils with specific learning needs receive support at the time and level it is required to optimise their learning
- The work includes opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills such as research and co-operative working
- The tasks themselves enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- The pace of learning is optimised throughout the lesson by the teacher being able to use the time to the best effect in supporting pupils at the time they need such support
- The teacher demonstrates a high degree of subject knowledge when framing and answering questions
- The work for each individual is adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work
- Marking is frequent and regular, providing pupils with very clear guidance on how work can be improved
- The teacher ensures that corrections are carried out and any missing work is completed
- Home Learning is an integral part of the lesson. It extends the learning and is treated as being as important as the lesson itself

Good lessons (2)
- Information from assessments is used to set tasks that are well matched to groups of pupils' prior attainment
- The work is pitched at a level that is achievable for most within the group if they work hard and try their best

- Pupils with specific learning needs receive support that allows them to work independently and make good progress during the lesson
- The work includes some opportunities to develop pupils' skills in reading, writing, mathematics and ICT
- Pupils find the tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher
- The pace of learning is good throughout the lesson as no time is wasted. The teacher provides support for groups as appropriate and they do not have to wait for such input
- The teacher demonstrates a good degree of subject knowledge when framing and answering questions
- Questions tease out most pupils' understanding so that teachers are aware of the degree to which most pupils are secure
- Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work
- Marking is frequent and regular, providing pupils with guidance on how work can be improved
- The teacher ensures that corrections are carried out and most missing work is completed.
- Home Learning is used to extend the learning

Requires improvement (3)
- Information from assessments is used to set tasks that are matched to the needs of the class
- The work is pitched at a level that is achievable for all within the class with extension activities provided for the most able and support mechanisms in place for those who find learning more difficult
- Pupils with specific learning needs receive support that allows them to make satisfactory progress
- The work includes some opportunities to develop pupils' skills of reading, writing, mathematics and ICT, but these are inconsistent in the longer term
- Pupils find the tasks interesting. Most concentrate well and pay full attention to the teacher. However, some may lose interest and need to be reminded to concentrate by the teacher
- Pupils make steady progress throughout the lesson because the work is reasonably challenging. In-class assessment identifies general misconceptions, but is not always acted upon straight away with either individuals or the class as a whole. Pupils may have to wait with their hands up for support
- The teacher demonstrates sufficient subject knowledge to deliver the content and to answer questions correctly
- Questions give a broad overview of pupils understanding
- Misconceptions brought to light through questioning are acknowledged but not addressed within the lesson
- Marking is encouraging and provides the pupil with some guidance on how work can be improved
- There is some evidence in pupils books of corrections being carried out and missed work being completed
- Home Learning is used to extend the learning although this may be irregular

Inadequate lessons (4)
- Information from assessments is not used in planning.
- Tasks are not suitably matched to pupils' prior attainment, so they find the work too easy or too hard
- Pupils with specific learning needs are not provided with appropriate support and guidance to allow them to make progress
- The promotion of basic skills is ignored.
- Pupils are bored by the tasks, and may become disruptive
- The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class
- Subject knowledge is poor, so that incorrect information is imparted or the teacher is unable to answer questions that are of a level to be expected in the lesson.
- Questions are closed and are not used to assess pupils' understanding
- The teacher is unable to adapt the task in the light of such assessment
- Marking is infrequent and/or irregular and/or fails to provide the pupil with guidance on how work can be improved
- There is no insistence that corrections are carried out and any missing work is completed
- Home Learning is not set or is seen as a 'bolt on' with little relevance to the lesson

17. Learning Walks: Forms and Information

Learning Walks: Quality of Teaching and Learning

Learning Support and Advice: _____ Teacher:_____

Date:_____

	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
Subject Knowledge	Teacher demonstrates deep knowledge and understanding of the subjects they teach. Teacher uses questioning highly effectively and demonstrates understanding of the ways pupils think about subject content.	In lesson, teacher develops, consolidate and deepen pupils' knowledge, understanding and skills.	Teaching, learning and assessment are not yet good.	Teaching is poorly planned. Weak assessment practice means that teaching fails to meet pupils' needs. Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently. Pupils cannot communicate, read, write as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum. Teacher does not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.
Lesson planning & behaviour management	Teacher plans lesson very effectively, making maximum use of lesson time and coordinating lesson resources well. Also the teacher manages pupils' behaviour highly effectively with clear rules that are consistently enforced. • Clear objectives set which are assessable and build on previous learning • Clear differentiation in planning and delivery of lesson • Ensures engagement and understanding of all pupils • Uses appropriate resources • Manages support staff effectively • Introduction and plenary successfully delivered during lesson	Teacher uses their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. Also teacher uses questioning skilfully to probe pupils' responses and reshapes tasks and explanations so that pupils better understand new concepts. Teacher tackle misconceptions and build on pupils' strengths. Teacher uses effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teacher reinforces expectations for conduct and set clear tasks that challenge pupils.	• No clear objectives set • Poor differentiation • Planning not focusing on individual learning needs • Adequate to poor engagement • Resources not adequately used • Intro and Pleanary not clear • No clear instructions for support staff	
Time & progress	Teacher provides adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teacher identify and support any pupil who is falling behind, and enable almost all to catch up.	Teacher identifies and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.		
Pupil understanding	Teacher check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.			
Feedback, marking & assessment	Teacher provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils	Teacher gives pupils feedback in line with the school's assessment policy.		

	can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.			
Home learning	Teacher sets challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.	Teacher sets homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.		
Literacy across the curriculum	Teacher embed reading, writing and communication and, equipping all pupils with the necessary skills to make progress. For younger children in particular, *phonics teaching is highly effective in enabling them to tackle unfamiliar words.*	Teacher develops pupils' reading, writing and communication. For younger children in particular, *the teaching of phonics is effective in enabling them to tackle unfamiliar words.*		
Expectations & achievement, Challenge & improvement	Teacher is determined that pupils achieve well and encourages pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teacher have consistently high expectations of all pupils' attitudes to learning. Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.	Teacher expects and encourages all pupils to work with positive attitudes so that they can apply themselves and make strong progress. Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities. Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practice key skills.		

Feedback for lesson plan of Teacher: _____ **Date:** ………………………..

Area of Feedback	Rated	Comment
Subject Knowledge	1 2 3 4	
Lesson planning & behaviour management	1 2 3 4	*Lesson Plan presented YES NO*
Time & progress	1 2 3 4	
Pupil understanding	1 2 3 4	
Feedback , marking & assessment	1 2 3 4	
Expectations & achievement, Challenge & improvement	1 2 3 4	
Overall & STEPS TO SUCCESS	1 2 3 4	

Signed by:

18.   Version Control

Version Name	Date	Reason for Update
Draft of Teaching and Learning Policy (1ˢᵗ version)	**01/09/2007** Not in place, needed to create teaching and learning Policy. Feedback Dr Riaz Farooq –Birmingham City Council-Local Supplementary School Officer	
Draft of Teaching and Learning Policy (2ⁿᵈ version)	**11/01/2010-** This policy was fully reviewed and amended from its first version on the **11/01/2010**, at a join meeting, in the presence of the headteacher of the School Ms Tryfonos Stella , the president of the School Committee of Ayia Triada School Ms Lenia Stylianou, members of the school's committee, some parents and the members of the Pupil's Councils from all the schools of Ayia Triada.	
Reviewed	**15/09/2012.**There is a need for improving this policy	
Reviewed	**01/12/2012** Improved version (3ʳᵈversion) ready and approved	
Draft of Teaching and Learning Policy (4ᵗʰ version)	**10/01/2017-** Second version, re-introduced following a meeting at the Birmingham Supplementary Schools Consortium 10ᵗʰ January 2017. Sent for reviewed	
Amended Version	**26/07/2017**	Following advice, a full review and re-written following a feedback and a suggested model policy
Reviewed and Updated	**01/09/2018**	Reviewed and Approved. Sections added to complement our internal learning walks to ensure quality standards
Next Review	**01/09/2019**	