



TEACHING AND LEARNING POLICY

Jan 2021

Our Teaching and Learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. It sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunity for all our pupils.

AIMS AND OBJECTIVES

We expect every teacher to deliver effective or highly effective lessons - no child deserves less

By adopting a whole school approach to teaching and learning across the school we aim:

- ❖ To provide consistency of teaching and learning across our school
- ❖ To enable teachers to teach as effectively as possible through support and CPD
- ❖ To enable children to learn as efficiently as possible and at a deep level, ensuring retention of skills and knowledge
- ❖ To give children the skills they need to be lifelong learners
- ❖ To provide an inclusive education for all
- ❖ To learn from each other through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared

At our school, we provide both high quality teaching and a rich and varied learning environment and curriculum which allow children to develop their skills and abilities and to achieve their full potential. The children are also encouraged:

- ❖ to become confident, resourceful, enquiring and independent learners, who understand how they learn – Metacognition strategies such as the Metawalk develop this;
- ❖ to develop their self-esteem and to build positive relationships with other people;
- ❖ to develop both their own self-respect and the ability to respect the ideas, attitudes, values and feelings of others in the school and wider community

EFFECTIVE LEARNING

We recognise that children learn in many different ways, and when planning our lessons we ensure wherever possible that there is a Visual, Auditory and Kinaesthetic element to each of our lessons. Effective learning results in:-

1. Knowing you have succeeded and feeling positive about your learning
2. Explaining what you have learned and how you overcame barriers
3. Applying skills and knowledge to other situations
4. Teaching it to someone else

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 (Metacognition).

EFFECTIVE TEACHING

Effective learning only comes about from effective teaching. As it is the expectation of the school and the Governing Body that all lessons are effective or highly effective, teachers are actively encouraged to develop their practice to ensure maximum learning for their classes.

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. For effective teaching to take place, there are a number of 'ingredients' that we feel are needed. Whilst it is impossible to contain all of these elements in every lesson, we believe that our lessons must contain a number of these listed below: The school has developed a Quality Teaching Framework based on the Teaching Standards which reflects the points below.

- ✓ A well prepared plan which ensures progression for all
- ✓ A clear link to previous and future learning
- ✓ A clear Learning Objective which is both shared with the children and referred to throughout the lesson
- ✓ Steps to Success developed with the children when appropriate.
- ✓ Appropriate challenge for all children
- ✓ Clear differentiation to enable all pupils to access learning and make progress
- ✓ Teacher modelling as part of the I do, We do, You do approach
- ✓ High quality questioning
- ✓ Hooks which fully engage pupils to embrace a new topic
- ✓ Positive interactions between teacher and pupil, pupil and pupil and evidence of collaborative learning
- ✓ Pace
- ✓ A review of the learning at the end of the lesson
- ✓ Regular feedback to enhance learning, including instant marking
- ✓ The use of ICT when appropriate
- ✓ AFL present in all aspects of the lesson
- ✓ Enthusiastic delivery
- ✓ Consistent classroom management
- ✓ Effective use of additional adults
- ✓ Learning environment used to extend the curriculum
- ✓ Elements of Metacognition
- ✓ Use every opportunity to develop a child's vocabulary

We base teaching on our knowledge of the children's level of attainment and differentiate tasks accordingly to provide challenge for each child's level of ability.

When planning work for children with Additional Educational Needs, we give due regard to information contained on the One plan or Summary of Support.

We have high expectations of all children, and we aim for their work at this school to be of the highest possible standard.

We set targets for the children in each academic year and we share these targets with both children and their parents. We review the progress of each child termly and Pupil Progress Meetings are used to discuss with senior leadership team members, the progress of individuals and the whole class.

Recognising the importance of efficient use of staff to foster pupil progress, we deploy Learning Support Assistants as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups, however at times they are used for hover support in order to promote independent learning.

We also do all we can to support our staff in the further development of their skills through support and CPD, so that they can continually improve their practice. This includes the use of coaching to enable effective peer support.

THE LEARNING ENVIRONMENT

The surroundings in which children learn can greatly influence their academic performance at school. The environment should be an extension of the curriculum. The better the school looks, the more it inspires the people inside it. A well cared for classroom and learning environment can make pupils feel that what they achieve is important.

Across our school, we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use and be proud of.

- All areas must be kept tidy and organised- resources clearly labelled and stored appropriately
- Displays to be interactive, stimulating and interesting. They must be a learning resource. Displays should be language rich. Classroom displays include information about Growth mindset and Zones of Regulation.
- Classrooms must be bright, well organised learning spaces, free from clutter. Pupils take on responsibility for ensuring their classroom is a pleasant and safe place to learn by being allocated specific roles.
- Pupils need to know how to access resources and respect the environment.
- Book areas need to invite children to read

ROUTINES AND RULES

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with respect. We treat them fairly and give them equal opportunity to take part in class activities.

To help to create an effective environment for learning, all our teachers and learning support assistants follow the school policy with regard to behaviour management.

We praise children for their efforts and, by so doing, we help to build positive attitudes towards school life and learning in general.

THE ROLE OF GOVERNORS

Our Governors determine, support, and review the school policy on Teaching and Learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of Health and Safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that Staff Development and Performance Management policies promote good quality teaching.
- Monitor the effectiveness of the school's teaching and learning policies by receiving reports from subject leaders and the Headteacher's report to Governors as well as a review of the in-service training sessions attended by our staff.

THE ROLE OF PARENTS

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school; This is also displayed on school website.
- issuing an annual report which clearly details a child's achievements and next steps.
- holding parent teacher consultations twice a year, at which targets are discussed and set.
- explaining to parents how they can support their children with homework and providing videos on Tapestry and website which detail the teaching of phonics, four rules calculations and letter formations.
- holding Open Teach Sessions and regular outcome events in their children's class.
- Sharing children's achievements through newsletters and pings home.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and PE kit
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in the Home/School agreement.

MONITORING AND REVIEW

We are aware of the need to review the School's Teaching and Learning policy annually so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.