



Teaching and Learning Policy

Reviewed by Children's Learning Committee - Autumn 2016
Ratified by the Children's Learning Committee - Autumn 2016
Date of next review - Autumn 2019

Rationale

Learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to achieve.

Aims

We provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and resilience;
- help them to build positive relationships;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people taking note of the British Values;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens.

Effective learning

People learn in many different ways, we ensure that lessons are delivered using different types of input; visual, auditory and kinaesthetic. We ensure the best possible environment for learning by developing a positive atmosphere where children feel safe, feel confident enough to take risks and build resilience.

Teachers will construct a lesson as follows:

- ✓ Lessons start with **reference to previous learning**.
- ✓ **Learning Objective** is shared explicitly at the beginning of the lesson and referred to throughout [LO should be displayed for children to refer to or stuck into the child's book – See *Marking and Feedback Policy*].
- ✓ **Success Criteria** [where appropriate] is agreed with the class [See *Marking and Feedback Policy*].
- ✓ **Feedback** provided to celebrate success and outline **next steps** for their learning.
- ✓ **Time** to self-assess will be built into the lesson

Effective teaching

We focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement.

Teachers make ongoing assessments [see timetable below] of each child's progress, and they use this information when planning future lessons.

When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Support Plans (ISPs) and SEN Support Arrangement (SA). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

Children should make expected or better progress; if they have not, we will assess and then put in place relevant interventions for them to catch up.

We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate our lessons, so that we can modify and improve our future teaching.

All our teachers follow the school policy with regard to discipline and classroom management [see Behaviour Management Policy and Steps to Success]. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times.

We deploy Teaching Assistants and other adult helpers as effectively as possible. Sometimes they work with individual children, and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

Displays are used as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

The role of governors

Our governors determine, support, monitor and review the school's approach to 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 used optimally to support teaching and learning;
- ✓ check teaching methods in the light of health and safety regulations;
- ✓ seek to ensure that our staff development and our performance management both promote good quality teaching;
- ✓ monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the annual Headteacher's report to governors, and a review of the in-service training sessions attended by 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 holding parents' evenings to explain our school strategies for English including Phonics, Maths and health education;
- ✓ by sending information to parents, at the start of each half term, which outlines the topics that the children will be studying during that term at school;
- ✓ by updated information outside each class for weekly highlights;
- ✓ explaining to parents how they can support their children with home learning.

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

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

Monitoring and review

The monitoring of the standards of the children's work and of the quality teaching is the responsibility of the Headteacher, Governors, subject leaders, through learning walks, work scrutiny and lesson observations.

Relevant Policies



Assessment Policy
2020.doc



Marking and
Feedback Policy CLC :



Behaviour Policy
Policy Spring 18.doc