



TEACHING AND LEARNING POLICY

Committee Responsible:	Teaching and Learning Committee
Person Responsible:	Headteacher
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Signed.....

Date.....



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1. Introduction

We understand the importance of every day in each child's life and believe that all our pupils have the right to the best possible learning experiences during their time with us. Our teachers, children and their parents are made aware that there are high expectations of pupils in all aspects of school life. We are committed to an exciting curriculum that interests, includes and engages all the pupils and we know that learning must be enjoyable.

Statement by Joint Governors and Staff: "Our Christian ethos encourages kind, thoughtful, responsible behaviour. Within a supportive community like ours, everyone's contribution is valued".

This policy sets out how teachers, pupils and parents at our school approach Teaching and Learning to ensure consistency and high standards, in order to achieve our aims.

2. Aims and Objectives

We aim to foster:

- successful learners who are motivated and enjoy learning, make good progress and achieve their potential;
- confident, co-operative and independent individuals who have respect for themselves and others and feel valued;
- responsible citizens of this multi-cultural society, who make a positive contribution to the school community and the wider world and who learn to develop a safe and healthy lifestyle;
- effective links between school, home and community, which helps us to promote high expectations of our pupils.



3. Effective Learning

Learning is effective when pupils take responsibility for what they are learning and become involved in the learning process. If they understand the way that they learn and what makes it difficult, they can be actively involved in setting their own targets which are meaningful and achievable.

As part of each lesson, teachers use strategies for reviewing learning to help them assess pupils' level of understanding. We acknowledge that children learn in different ways, so we develop strategies that allow them to learn in ways that suit them best.

Strategies for effective learning can include:

- whole class work
- researching and exploring
- group work
- paired work
- independent work
- creative activities
- investigation and problem solving
- outdoor learning, visits and visitors
- use of media e.g. television, DVD, websites, music etc.
- debates, role play and presentations
- designing and making
- physical activity
- questioning

4. Effective Teaching

All our teaching plans are based on the National Curriculum (Sept 14). We focus on motivating pupils to learn and build their skills, knowledge and understanding of the school curriculum. In order to develop skills, knowledge and understanding we ensure that we monitor each pupil's level of attainment so that we can move them on further in their learning journey.

We differentiate work for pupils of all abilities but maintain high expectations of them. For Special Educational Needs (SEN) pupils, we include the information and targets contained in their Personal Learning Plans (PLPs) in our curriculum planning.

A positive working relationship with all pupils is essential to their learning. We treat all pupils fairly and ensure equal opportunities for all pupils. Teachers follow school policy with regard to discipline and classroom management and we praise and reward pupils for good effort in order to build positive attitudes to school and learning.

Teaching assistants and other adults are deployed in a variety of ways. They are involved in the planning process and support the teaching staff, working with individuals or groups according to need.

Teaching staff reflect on their practice and identify areas of strength and targets for development. They are supported by their school in developing skills and improving practice.



5. Pupil Induction

When pupils start school, they follow an induction process which gradually introduces them to their new teacher, the class and the sort of experiences they will encounter in the Reception Class. The induction process is:

- Parents are provided with appropriate information.
- Parents meet with the class teacher, other staff and the Headteacher so that they can share any concerns they may have.
- Parents receive information about how they can help their child with early literacy and numeracy skills.

6. Teaching & Learning Styles

The teaching and learning styles and strategies that we use include:

- explaining
- instructing, directing, telling
- questioning
- observing
- modelling and demonstrating
- investigating
- consolidating and practicing
- problem solving
- brainstorming
- using individual, paired, group or class collaborative work
- peer and self assessing
- discussing
- listening and making judgments
- providing oral and written feedback
- revising
- employing practical strategies e.g. role play, games and puzzles, simulations

7. Using Displays

The purpose of displays is to:

- engage pupils in their learning;
- assist their learning, e.g. word lists, maths prompts, literacy prompts, maps, timelines;
- celebrate success;
- set high expectations, e.g. targets, class rules, objectives;
- inform, e.g. timetables, signs, access to resources;
- encourage independence;
- promote inclusion, e.g. multi cultural content, gender role models.

8. Target Setting

Individual targets are set for all pupils in reading, writing and Maths. The children are made aware of their targets by the teacher and the parents are also informed. The targets make up the basis for parent consultations which occur throughout the year. Progress towards these targets is monitored by class teachers, curricular leaders, SENDCo and the Head Teacher. Targets are tracked and discussed at the half termly Pupil Attainment Meetings (PAMs) and



progress towards the targets is monitored. Children move on to a new target once the teacher is satisfied that there is sufficient evidence that the target has been achieved. Where possible, pupils are involved in setting personal targets to facilitate effective learning.

9. Curriculum Planning

Teachers prepare and follow plans which define what they teach, guided by the requirements of the National Curriculum (Sept 2014). The plans:

- impact on teaching and learning;
- are working documents and are for the teacher and other professionals working with the teacher;
- contain clear objectives that show what the pupils will learn and how it will be achieved;
- show how work is differentiated for pupils of all abilities;
- clearly identify the assessment focus;
- are regularly monitored by school leaders as part of our strategy for improving teaching and learning;
- published plans are adapted for classroom use, where appropriate.

Curriculum planning is carried out in three phases: long-term, medium and short-term.

Long-Term Plans

Long term plans take into account the different arrangements of year groups and generally follow a two year topic cycle. They outline the topics that the children will be covering over a three year period.

Medium-term Plans

Teachers prepare medium term plans at the start of every term (or half term depending on the length the project is going to take and the length of the term). Medium plans outline curriculum coverage and National Curriculum objectives which are to be covered during the topic for each subject. These plans are shared with parents at the beginning of teach topic and are on the class page of the school website.

Short-term Plans

Teachers prepare detailed daily planning for Literacy and Mathematics. Teachers will have an overview of objectives that will be covered over the coming week and will prepare detailed plans of each lesson. Planning for these subjects should show:

- learning intentions / objectives, outcomes, skills, vocabulary, key questions
- opportunities to review previous learning (check and reflect time);
- introductions, main teaching activities and plenaries;
- differentiated activities;



- indicate where TAs are to be deployed, which resources are being used;
- assessment opportunities;

Planning should be evaluated and used to inform future lessons.

Foundation subject planning can be less detailed but must show the learning intentions planned for the week. The weekly plan should be placed on the classroom noticeboard at the beginning of every week so supply teachers can see what needs to be covered should there be an absence. Teachers who job share should find the opportunities in their PPA time to plan work that is to be covered weekly / termly.

Teachers can decide on the format to use when planning.

All planning should be stored centrally on the staff share drive. TAs should be allowed opportunities to see the planning and to contribute to the evaluation of lessons. Curricular leaders should monitor that planning appears on the staff drive and the Head Teacher will monitor planning at least half termly.

9. Assessment for Learning

Assessment for Learning is an ongoing process and integral to teaching and learning. Our knowledge of our pupils determines what we plan to teach. Pupil progress is monitored and assessed half-termly using attainment targets and age-related expectations to help assess children's progress. This provides feedback on learning and involves pupils in self-evaluation, setting goals and responsibility for their own learning.

Assessment for learning:

- is part of effective planning;
- focuses on how pupils learn;
- is central to classroom practice;
- is a key professional skill;
- encourages self assessment;
- helps learners know how to improve;
- recognises progress;
- promotes self esteem and motivation;
- ensures use of learning objectives and assessment criteria.

The assessment for learning process ensures that:

- the learner is at the heart of all assessments;
- a view of the whole child is provided;
- reliable judgments are made about how pupils are performing and, where appropriate, links this to national standards;
- pupils are involved in the learning and assessment process enabling them to better understand how to progress;
- teachers can adapt future planning and teaching strategies that are carefully matched to every pupil.

We link assessment to *teaching and learning* by using it the following ways:



- evaluation of daily/ weekly planning informs next steps;
- use of data from formal and informal assessment informs planning and target setting;
- half-termly tracking ensures all pupils progress is monitored effectively.

10. Roles and Responsibilities

Governors

The Governors are responsible for:

- monitoring and reviewing their school's policies on teaching and learning.
- ensuring resources are allocated effectively;
- ensuring that the school premises are suitable for supporting successful teaching and learning;
- monitoring teaching strategies where they are affected by health and safety regulations;
- monitoring how effective teaching and learning strategies are at raising pupil attainment;
- ensuring that staff development and performance management policies promote good quality teaching;
- monitoring the effectiveness their school's self-review process of teaching and learning policies, through the head teacher's reports and visits to the school.

Parents (Includes Carers and Guardians)

Parents have a fundamental role to play in helping their children to learn. They are continually informed and supported in this role by:

- being invited to consultation meetings with teachers to discuss progress and strategies for further improvement;
- being invited to attend meetings which outline topics and routines for the coming year at the start of each year;
- being sent information at the start of each term outlining the curriculum areas to be covered;
- being sent information about homework expectations;
- being sent a detailed annual report in the summer term detailing their children's progress across the curriculum and attitudes to learning;

They are responsible for:

- ensuring that their children attend school regularly;
- not removing them from school during the term for holidays because it interrupts a child's progress and they miss important work and may fall behind;



- informing the school as soon as practicable of any absence (answer phone available) so that the school knows that the children are safe;
- signing and abiding by the Home-School Agreement.

Parents are encouraged to be involved in school, e.g. hearing reading, sharing skills and expertise. A DBS certificate is required by all who volunteer to work within the school setting.

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