



Dream Believe Achieve

Learning and Teaching Policy



October 2020

One of a series of documents leading to school improvement - this policy should be regarded as developmental

We strive to provide the best possible education for the children in our care recognising their unique gifts and personalities and seeking to promote excellence in both behaviour and work.

Philosophy

Learning is the principle reason for the school's existence; it is at the heart of everything we do. It is an activity which involves and is participated in by everyone. The key to successful pupil learning is effective teaching adapted to need and learning style. Effective teaching occurs when teachers understand and are able to apply the principles of the learning process to a range of children in a variety of situations. We believe that at Primary school, learning is part of the growing and therefore we are committed to the development of the whole child.

Whole School Aims related to this Policy

- to set & expect high standards in everything we do
- to provide a structured learning environment which builds on strengths and supports need thus promoting independence and self-esteem
- to provide a broad and balanced curriculum which gives every child the opportunity to achieve their potential.
- To equip children with the knowledge and skills to enable them to progress confidently into secondary education and adult life

Policy Aims

- To enable effective learning
- To promote a reflective approach to teaching
- To encourage a consistent approach to teaching
- To develop children as independent learners
- To enable children to make maximum possible progress intellectually, physically, socially, spiritually and morally
- To enable children to have equal access to the curriculum

The Curriculum

We put our children at the centre of their own learning and place great emphasis on nurturing skills and encouraging our school values. We believe in making learning inspiring and children inquisitive. Our curriculum develops children's skills and love of learning by making links between the individual subjects and enabling our children to apply skills and knowledge in a wide range of contexts relevant to them.

Our curriculum has been designed to be skills based, enabling children to develop the skills they need to be effective, enthusiastic learners in the 21st century. Our philosophy is simple. We know our children. If we know what interests and enthuses our children, and we know where they are within their learning and what skills they have grasped, then we know what their next

steps are. Lessons are planned around these next steps, and we adapt learning to match the needs of the children within our classes.

- Learning intentions from the Early Years Foundation Stage Curriculum and the National Curriculum underpin a broad, balanced and engaging curriculum.
- English is embedded across the curriculum within all topics. High quality texts with topic links are used to teach specific literacy skills, wherever possible.
- The curriculum map outlines the knowledge, skills and understanding to be taught.
- The Target Tracker Statements and the Key Performance Indicators outline the next steps in learning in all subjects.
- English and maths are taught daily with contexts drawn from the topic where appropriate. Other subjects may be taught weekly or in blocks where this provides a more cohesive learning experience.

Learning Environment

We recognise the role of the environment in promoting positive attitudes to and supporting learning. We aim to provide a learning environment that:

- Is rich in language
- Is rich in number
- Is well ordered and organised
- Conveys high levels of expectation
- Is consistent between classes
- Promotes an atmosphere of mutual respect
- Promotes independence and appropriate ways of working
- Is bright, colourful and stimulating to the senses
- Has a variety of displays covering the breadth of the curriculum
- Has displays which are interactive, record celebrations, set standards of presentation and reflect children's work and interests
- Is secure and safe

Teaching

We recognise that the organisation and effectiveness of teaching has a direct impact on the quality of the child's learning experience. We aim to develop and refine our teaching by adopting a reflective approach to pedagogy, a proactive approach to change and a responsibility for ensuring our own continued professional development and learning.

Within our work we aim to develop the following attributes:

- Have high and realistic expectations of ourselves and our pupils
- Be well planned and organised
- Be a role model – punctual, dress and speak appropriately, show respect for others

- Be supportive of and assist colleagues by respecting individual differences and working collaboratively as part of a whole-staff team
- Have appropriate levels of subject knowledge
- Take a reflective approach to our work
- Seek to improve our skills and understanding through planned professional development
- Develop classroom systems and organisation to support learning
- Enjoy our teaching and maintain our enthusiasm and good humour

We aim for our teaching to demonstrate

- Good quality planning based on the assessment of the children's prior knowledge and understanding.
- Appropriate levels of resourcing
- Clear and shared Learning Objectives
- Concise and shared Success Criteria
- Appropriate use of grouping
- Adapted activities reflecting an understanding of pupils ability and development levels
- A range of teaching styles and methods
- Effective use of additional adults within the classroom
- Good pace with effective use of time
- Lesson organisation that involves children in their learning
- Developmental questioning
- Challenge, encouraging risk taking and learning from mistakes
- Assessment – formative across the lesson
- Lessons resulting in at least good progress for all groups

Learning

Learners are most effective when they are involved in, and take responsibility for, their own learning. Learning therefore should aim to increase levels of independence and develop the ability to work with sustained concentration for age appropriate periods of time. Effective learning strategies we aim to promote are:

- The ability to ask and answer questions
- Concentration when listening
- Contributing to discussions in a relevant and thoughtful way
- Co-operating and working collaboratively with peers and adults
- Problem solving skills
- Selecting appropriate resources for a task and putting them away
- Organisational skills
- Responding to and persevering with a task to a conclusion
- Taking pride in the presentation of work and self
- Presentational skills
- Organising learning
- Responding and conforming to established routines and practices
- Explaining their understanding
- Appreciating and evaluating their own work and that of others

We appreciate that adults in school are also learners and that many of the above aspects of learning also apply to them. Adult learning goes on in a structured way through professional development both within and outside school.

Resources

It is essential that teaching and learning needs to be supported by adequate levels of appropriately stored resources. Some resources will be communal and some classroom based, some will be subject specific, others general purpose.

Resources within school should be:

- Of good quality showing appreciation for best value
- Ample for the levels of use
- Appropriate to the task
- Frequently reviewed for continued relevance
- Labelled in appropriate storage
- Varied to allow for differentiation and preference
- Meet the needs of pupils and staff
- Within the classroom arranged and organised to promote independence

Planning and Assessment

Planning for learning is done through

- Teachers' lesson plans
- Teaching staff curriculum based meetings
- Curriculum meetings
- Personal Intervention Plans
- Senior Leadership Team meetings
- Pupil progress meetings
- Informal discussions amongst colleagues
- Discussions between teaching and support staff

Assessment is achieved through

- Teacher assessments
- Statutory testing
- Formal and informal testing

Organising for Learning

Learning is most effective when the person directing the learning ensures that systems, procedures and expectations result in effective ways to:

- Meet the lesson objectives
- Meet the needs of all children
- Optimise the use of support staff
- Allow teachers to teach

Learning is most effective when the person directing the learning enables a variety of learning opportunities and styles to be experienced and matches teaching to the preferences and abilities of the child and to the demands of the subject.

To achieve this teachers use a mixture of:

Whole Class Teaching to promote:

- Shared lesson objectives
- Explanation and exposition
- Direct teaching and skilled questioning
- Broadcasting expectation and engendering enthusiasm
- Focussing attention/concentration

Group Work to promote:

- Collaborative working practices
- Differentiated teaching
- Sharing and developing ideas
- Assessment opportunities

Individual Work to promote:

- Practice of skills
- Individual responses
- Reading
- Close observational work
- Working at own pace

The Role of Governors

Our governors determine, support, monitor and review the school policies on learning and teaching. 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 learning and teaching;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective learning and teaching 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 learning and teaching policies through the school self-review processes. These include reports from subject leaders and the termly Headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

Monitoring and Evaluation

It is the responsibility of all teaching staff to monitor and evaluate this policy by developing reflective practices, acting as a critical friend to colleagues, through their subject leader or coordinator role and by listening to comments from pupils, non-teaching staff and parents.

More formal evaluation of the policy will be brought about through lesson observation, book and planning scrutinies, learning walks and data analysis with relation to standards.

As this policy is still developmental it is likely that it will change during the period of its development. When the developmental stage is finished the policy will be reviewed biannually.

Policy written – October 2020

Review Date – October 2021

- Related documentation
- Assessment Policy
 - Feedback, Marking and Presentation Policy
 - Monitoring and evaluation schedule
 - Staff Development
 - Subject Leadership Policy
 - Subject Specific Policies
 - Behaviour Management Policy
 - Curriculum Map
 - Homework Policy