



Teaching and Learning Policy

Introduction

The contents of this policy are designed to help all staff to promote excellent learning. These principles for learning have the potential to increase the life chances of our pupils by raising the quality of the education we provide; they have the potential to improve pupils' engagement, enjoyment, achievement, relationships and behaviour in school, as well as parental satisfaction and the capacity for staff to find real professional fulfilment in their work.

This policy should be read in conjunction with our Behaviour Policy, Marking and Feedback Policy and Assessment Policy, which support children in developing behaviour for learning and providing feedback for both children and parents on attainment and progress.

Key principles of this policy are:

1. It is vital that staff have a consistent and shared understanding and approach to promoting learning. However, it is recognised that staff have different styles, strengths, enthusiasms and approaches – this is valuable and to be celebrated and shared.
2. Each and every pupil has the right to access the very best learning that we are able to offer.
3. Excellent teaching rooted firmly in the principles of Formative Assessment.
4. Teamwork underpins our professional roles. Our success depends on how effectively we support and empower each other.
5. We are on a learning journey and have much to learn from colleagues and other professionals. We embrace a reflective practice.
6. We are right to be ambitious for what can be achieved across school and confident that learning can always be enriched for all our pupils.
7. We are responsible for providing the guidance, support and expertise necessary for the best learning to take place. We endeavour to promote able, independent and active learners.

Teaching and Learning is the core business of our school. It is our aim to motivate all our pupils to have high aspirations, to want to do their personal best and to have the desire to be successful in and out of school. We prepare pupils to be successful in a rapidly changing world that has many challenges; some of which are yet unforeseen. We can only nurture flexible and creative learners if teachers and pupils work in partnership to create stimulating and successful learning environments. Thus it is our aim to have pupils involved fully in the learning process thereby promoting an active culture of learning.

Learning Objectives

All lessons are planned with clear learning objectives. These objectives focus on what is to be learned and are not the identification of tasks to be completed by pupils. Learning objectives should highlight a skill that is being developed so pupils can make links between study skills being acquired in other subject areas. Learning objectives should make a clear distinction between skills being developed and the acquisition of subject knowledge.

Although all lessons should have clear learning objectives; how and when these are to be shared with pupils is at the professional discretion of the teacher. Some discovery or mystery lessons for example may best be done with the learning objectives being shared at the end of the lesson as the learning is being reviewed.

Setting Success Criteria

Setting success criteria is an essential part of the objective setting process. Success criteria informs pupils of what they need to do in order to meet the learning objectives. Good success criteria are an essential part of the formative assessment process as they allow pupils and teachers to judge how well pupils have performed and highlight what they need to do to make progress. As such, success criteria provide the framework for effective feedback.

Delivering Engaging & Stimulating Learning Opportunities

In order to learn effectively it is important that all pupils are actively engaged in tasks that stretch and challenge them. Some principles are outlined below; however, once again the list is not exhaustive and the application of strategies is at the professional discretion of the teacher.

- **Engineering effective discussions:** careful thought needs to be put into planning the role that talk has in lessons. Techniques such as no-hands questioning, hot seating, 'conscience corridors' or asking for a pupil to summarise a discussion can lead to whole class engagement.
- **Engineering effective tasks and activities:** careful thought needs to be put into planning the work that pupils will do. For example, carefully organised group work using the principles of cooperative learning can ensure that all pupils are engaged. Opportunities should be given to a wide range of activities including educational visits and visitors, outdoor learning, kinaesthetic approaches and the use of ICT.
- **Eliciting evidence of learning:** teachers should ensure that classroom activities provide opportunities for pupils to exhibit their learning potential so that informed decisions the amount of progress can be made.

It is our goal to nurture independent learners who have the skills to be successful in an increasingly globalised and changing world. We are trying to educate and prepare pupils to do jobs that have not yet been imagined. To achieve this we must train and equip pupils to be critical and reflective learners, as well as ensuring children grow up to be model citizens.

Through 'learning to learn' pupils should be able to think about the learning process and how to learn successfully. This can be done by engaging pupils in the learning progress, employing effective questioning techniques, sharing learning objectives and success criteria and by giving them opportunities to assess their own work. This can be further developed

by helping them extend these skills by engaging in peer assessment, giving each other advice and by having opportunities to teach each other.

For younger children the variety of continuous provision and the way in which challenges are set and questioning is delivered, makes a huge difference to the value of any given activity.

The Role of Feedback

In order to become independent learners, pupils need to be informed about their learning. The teacher plays a crucial role in this process. Pupils need to know when they are getting it right in order to motivate and energise them. By ensuring a pupil has a clear understanding of the learning objectives and the success criteria the teacher can then help guide the pupil through the next stage in their learning journey. This advice can take many forms, for example:

- general class feedback
- a personal discussion
- developmental marking
- specific target setting

Feedback needs to be encouraging and motivating. The child should feel confident in what they can do and able to reach for the next step. The nature and role of feedback is discussed further in our Marking and Feedback policy.

Expectations of Teachers

1. Teachers should ensure that all tasks and activities that the children perform are safe, and where visits or special activities are planned that risk assessments are completed, and various permissions are obtained.
2. Teachers should have a good understanding of the principles behind outstanding learning and teaching and be able to put these into practice.
3. Teachers are expected to have high expectations of their pupils and be dedicated to inspire and encourage those that they teach.
4. Teachers should deploy Teaching Assistants as effectively as possible. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved.
5. Teachers should embrace pupils' ideas. They should involve pupils in their learning and discuss how to make progress.
6. Teachers should try to teach pupils something new each lesson.
7. Teachers should provide feedback daily and assess pupils' work regularly.
8. Teachers should be helpful, approachable, supportive and understanding of their pupils' needs. All pupils should be treated with respect, dignity and fairness. Teachers should be positive about their pupils and enthusiastic about their learning.
9. Teachers are role models and should model the behaviour that is expected from pupils.

10. Teachers should be assertive and practice good classroom management. They should be consistent in applying school policies.
11. Teachers should be knowledgeable and enthusiastic about their subject disciplines.
12. Teachers are expected to be organised and prepared for their lessons.
13. Teachers are expected to be on time to lessons & to use the lesson time for learning.
14. Teachers should strive to make sure classrooms are attractive learning environments. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality work by the children.

Role of the Head Teacher and Governing Body

- 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 and ensuring expected progress.
- Ensure that staff development and performance appraisal policies promote good quality teaching.

Role of the Parents/Guardians

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 discuss children's progress and provide attainment summaries.
- Sending an annual report to parents
- Explaining to parents how they can support their children with homework.
- Holding special meetings to explain relevant developments in their child's education.
- 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 for partaking in activities.
- Do their best to keep their child healthy and fit to attend school.
- 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 evaluation

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school it will be monitored and evaluated through:

- Team Teaching/Coaching Program
- Classroom observations
- Book Scrutinies
- Moderation of Work – external when necessary
- Pupil Voice including School Council.

Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their sex, age, disability, race, religion or belief. We plan work that is differentiated for the performance of all groups and individuals, and are committed to creating a positive climate that will enable everyone to work free from any form of discrimination, intimidation or harassment in order to achieve their potential.

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