

Learning & Teaching Policy

Aim

We are committed to training, managing and developing staff to maximise opportunities for children to learn. We work together to ensure that all children receive a sustained high quality opportunity to learn, providing learning opportunities which challenge, inspire, develop and deepen understanding, a range of knowledge and skills.

Rationale

Effective **learning** involves processes of making connections about what has been understood in different meaningful contexts, reflecting on what has been learned then applying that learning to new situations with the aim that learners become self sustaining and independently inquisitive in seeking new challenges, understanding, knowledge and skills.

The quality of **teaching** is central to high educational standards and pupil achievement. Our schools seek to recruit, retain and develop teachers and support staff who are ambitious for pupils and who strive to constantly improve and develop their own practise. We ensure that staff receive continuous quality professional development opportunities and meaningful, developmental performance feedback.

Our Principles of Excellent Teaching & Pedagogy

We know the child. Our pupils have active lives which can be very different from our own and impact on how they learn. These need to be recognised and understood before we can teach them. We seek to give children the opportunity to grow and learn emotionally and socially as well as academically.

We set a teacher standard, not a pupil standard. We have the ambition and belief that all children can attain higher standards. We do not allow children to set their own standard unless it is high.

We use contexts that are meaningful to our pupils. We do not assume prior pupil experiences and seek to illustrate learning with modelling and hands on experiences which are familiar to children.

We teach children how to be a learner. We teach children learning methodology through the use of mind maps, mnemonics, note taking, problem solving, exploring, questioning and persistence. We actively model the application of these skills in context.

We constantly teach the key building blocks to learning. We make time for regular repetition and 'drip feeding' of key basic skills such as times tables, place value, spellings and grammar to ensure they can be confidently used in different contexts.

We know enough about our subject to be responsive. We understand next steps and previous steps to what we are teaching so that we can adapt lessons and ensure the correct level of challenge. We do not assume what children will know.

We give time to talk, and time to apply. Creating opportunities to verbalise understanding is essential to learning. Equally important is learning to work in silence and developing sustained concentration without distraction from others

We constantly seek opportunities to develop & extend language. We don't make assumptions that our pupils understand the words we use. We seek to explore meaning, demonstrate contexts and develop a wide vocabulary. We model and insist on the use of full sentences when communicating and use sentence stems to support our pupils to be confident and articulate speakers.

We ask questions so that we can hear the answers. We are curious to find out what children know and understand. We are persistent with our questions to find starting points and extend understanding, we are rarely satisfied with the first answer. We listen to what children say.

We actively teach pride in learning and outcomes: We develop a sense of self-esteem and pride in being a learner, as well as showing that we care about individual learners by insisting on well presented work and not accepting scruffy, poorly presented outcomes.

We make time for all. We care about the progress of every child in the class regardless of starting points. To manage this, we plan our time to ensure that adult group work and support is distributed fairly. We know which children and families need that little bit more to be successful and we invest in them.

We have a school environment that supports and celebrates the learning of every child. Our high quality displays and tidy classrooms show that we care for children and that we celebrate their success. Our buildings are an oasis of calm learning and our approach to our learning environment reflects this.

We recognise that it is our professional duty to ensure children are safe at all times. We make children feel secure by having explicit and well understood systems for transition and conduct. We model expected behaviours by being respectful of children and of each other and by undertaking our role professionally

The Classroom

Teachers will:

- Work with children to establish a stimulating, welcoming and well organised environment which encourages collaborative and independent learning and promotes children's natural curiosity
- Create displays which demonstrate the range of children's achievements throughout the curriculum and reflect positively the diversity of children's experiences and background
- Provide a range of resources which are accessible, clearly labelled and used imaginatively (see Classroom Organisation Policy)
- Teach pupils to take care of, choose, collect and return resources used to support their learning, and to tidy up at the end of sessions ensuring that they take responsibility for the care of resources and their own classroom.
- Establish routines that will maximise learning time
- Establish an ethos of respect and positivity towards the core purpose of learning in the classroom.
- Make the daily routines explicit to the children. They ensure that the children work to the best of their ability and use their time effectively. Giving pupils explicit time targets can aid pace and provide clear expectations.
- Ensure that they and their classes arrive and leave places at the appropriate time
- Devote as little time as possible to routine management (e.g. registers) so that maximum time is given to teaching and learning

Planning & Delivery

Teachers will:

- Plan according to the curriculum framework and policies that have been agreed with reference to the National Curriculum and teach the curriculum as defined in the schemes of work and in agreed medium term plans Through short, medium and long term planning ensure that there is an appropriate pitch, structure and progression to learning opportunities

- Seek to develop their subject knowledge and access the expertise of colleagues, striving to constantly reflect and improve their practice.
- Use ongoing assessment including questioning and discussion to establish individual and group starting points and use these to deepen and embed knowledge and understanding, identifying and addressing misconceptions and seeking to challenge.
- Take account of children's different learning styles and abilities and ensure the curriculum is accessible to all through a differentiated approach throughout all learning opportunities
- Actively encourage and develop pupil confidence to take risks and develop a sense of being a confident and self-directed learner.
- Plan to include clearly defined learning objectives, models, examples and expectations to inform children of the learning focus.
- Summarise, review and evaluate lessons for effectiveness using the marking of pupils' work in ways which seek to extend their learning (see Marking Policy)
- Plan and model approaches to learning, such as hypothesising, discussing, reviewing, previewing, predicting, interpreting, and evaluating. Plan and use questioning techniques (skilfully framed, open and closed) to challenge and extend children's thinking
- Offer many and varied opportunities for pupils to reflect on their learning and to explore their own understanding through speaking, marking, presentation and group work.
- Ensure that support staff and teaching assistants are deployed effectively and with maximum impact to support learning.
- Provide rich and varied learning opportunities (e.g. through educational visits, simulations and problem solving) and fun, stimulating and memorable contexts for learning.
- Ensure lessons are appropriately and responsively paced and pupils are expected to complete work set within an appropriate time framework.

The role of governors

Our governors support, monitor and review the school's approach to teaching and learning. In particular they:

- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders and external assessors, the head teacher's report to governors, and school visits.
- Ensure that the school buildings and premises are used optimally to support teaching and learning and is compliant with health and safety regulations.
- Seek to ensure that our staff development and our performance management both promote good quality teaching.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Monitor the school with regard to meeting the needs of the community it serves.
- Ensure that staff appraisal is undertaken systematically and according to school policies.

The role of parents

Parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Holding induction meetings to explain our school strategies for teaching the national curriculum and Early Years Foundation Stage Curriculum to new parents.
- Sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school.

- Sending termly reports to parents in which we explain the progress made by each child and indicate how the child can improve further.
- Explaining to parents how they can support their children with homework and holding workshops and sessions for parents in how to maximise the effectiveness of the time spent on home learning tasks
- Providing home school learning diaries in which pupils and parents can record home learning
- Holding termly parents' evenings which provide an opportunity to discuss progress children are making.
- Ensuring that our school websites contain up to date information about our curriculum and how learning can be supported at home.

Parents have the responsibility to support their children and the school in implementing school policies by:

- To ensure that their child arrives at school on time and has the best attendance record possible, which includes avoiding taking holidays during term-time
- To read with and/or to their child regularly and ensure that home learning tasks are completed on time and to a good standard.
- To attend parents evenings and strive to work positively in partnership with school staff.
- To promote a positive attitude towards school and learning in general by taking an active interest in the life of the school and their child's learning journey.
- To ensure that their child is equipped for school with the correct uniform and PE kit
- To inform school if there are matters outside of school that are likely to affect a child's performance or behaviour

Related Documents

- School Curriculum Guidance
- The National Curriculum
- Monitoring & Evaluation Policy
- Assessment Policy
- Spelling Policy
- Homework Policy
- Literacy Policy
- Mathematics Policy
- Classroom Organisation & Display Policy
- Inclusion Policy
- Marking & Feedback Policy
- Appraisal Policy
- Capability Policy
- Safeguarding Policy
- Inclusion Policy
- Equality Policy