

Teaching and Learning Policy



September 2021

To be reviewed 2023 or as required

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 (*'know me then teach me'*) Our children 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.

Curriculum Intent

We provide rich and varied learning experiences designed to expand both the children's knowledge and understanding of the world, and to develop the skills they need to navigate it.

We structure experiences to inspire creative and critical thinking to ensure learners who are both resilient and motivated to succeed in the world they live in.

We provide an engaging curriculum that is relevant to the children, celebrating the wide range of cultures and diversity our families bring and the variety of entry points into the use of the English language that our communities present through a focus on subject specific vocabulary and the many links that can be found between subject disciplines.

The inclusive nature of the curriculum allows a range of access points that ensure all children to access and succeed, regardless of their circumstances, with high expectations

set for everyone. We expect children to reflect on their own understanding and achievement and be confident enough to share this with others during their learning.

A cyclical/layered approach results in an understanding that is both scaffold and deepened; it allows children to rehearse, revisit and build on taught skills and make links, resulting in the learning 'sticking' with them as they continue their education. We provide a range of practical experiences which bring to life taught knowledge and skills which are essential to a wider understanding of the concepts being taught.

In order to build on and nurture children's prior learning and experiences, our curriculum is structured through a progression of skills: across units of work, year groups and Key Stages. Children are challenged and pushed to reach their full potential, in order to take advantage of opportunity and to take on responsibility in later life.

Children are equipped with the skills to effectively communicate knowledge and understanding in a wide variety of ways, through expression and articulation of their own thoughts, as well as those of others.

Quality of Learning

Quality learning can take place when:

- There is a **welcoming, nurturing, happy, respectful, attractive and purposeful** learning environment.
- Where there are **high expectations** of what pupils can achieve and many varied opportunities for them to express this.
- It is **child directed** and where possible stems from a child's own experience and ideas.
- The planned focus is **on learning** rather than activity.
- Objectives, aims and skills to be taught are **shared explicitly and reviewed** at the end of a session.
- Links are made between **topic knowledge and taught skills**.
- There is an element of **surprise or mystery**.
- The **contexts of learning are clear** and related to the wider world.
- The outcomes of pupil learning are **varied and reflect individual skills** and successes.
- There are many opportunities for **pupils to reflect on their own achievements**.
- Pupils have a clear understanding of **how they can improve their work and become better learners**.
- Teachers feel **valued and have opportunities for their own role as lead learners**.
- **Parents and the community feel involved** and part of the learning community.

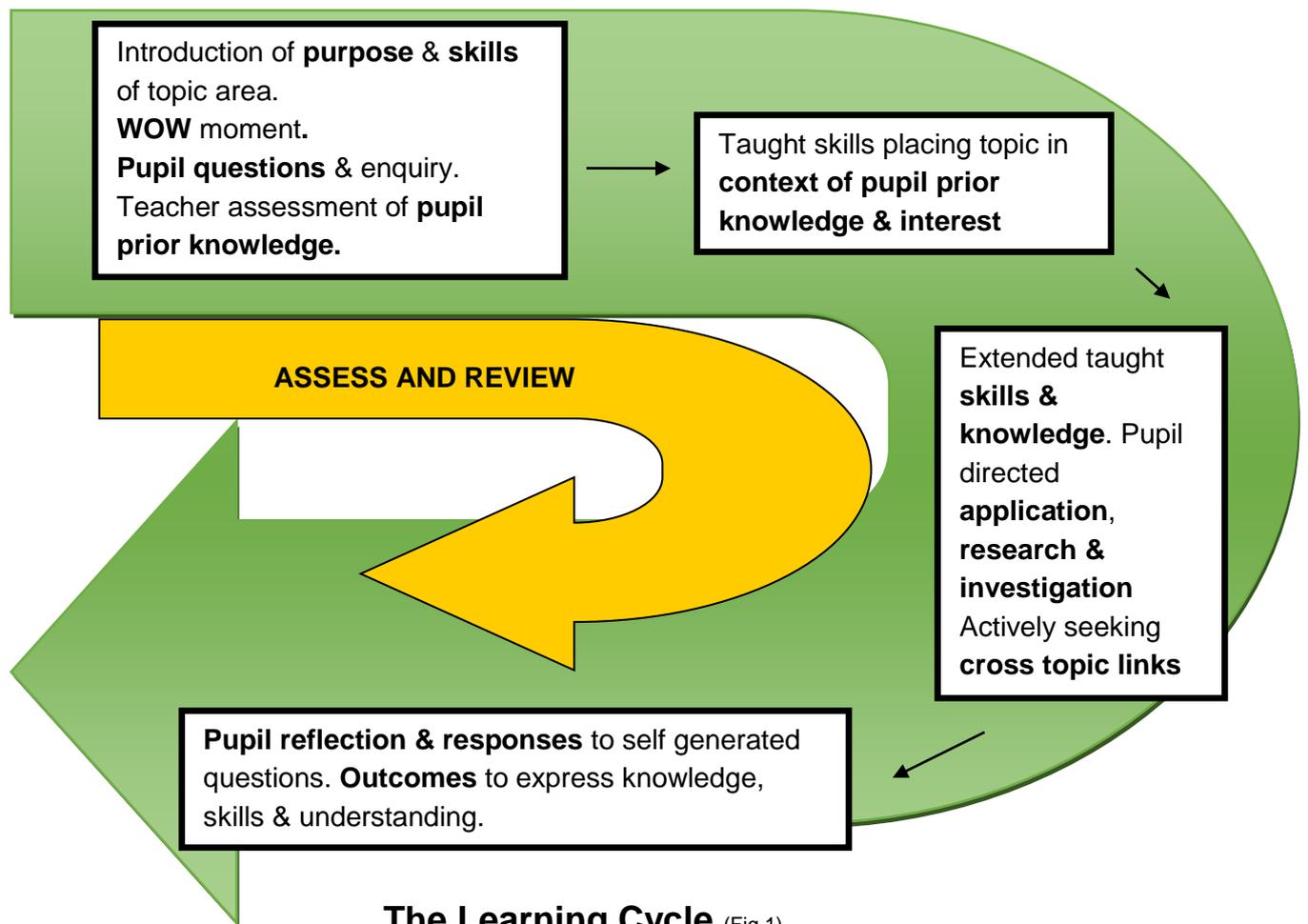
The Curriculum Map

The curriculum map outlines the areas of learning that children will experience in each year group. It is intended to provide range and progression of key skills, knowledge and understanding as the children move through the school.

To prepare for a topic, teachers must first review the **key skills and knowledge** to be taught. This can then be **adapted to the needs of a particular cohort** of children.

Although Literacy and Mathematics are planned for discreetly in weekly plans there is the expectation **that many topic areas can be made relevant in these lessons, particularly through the choice of texts and writing outcomes in literacy.** A cycle of lessons needs to be developed using the children's own understanding and curiosity (e.g. as reflected through questions) as a starting point.

A cycle of assessment and reflection will inform both pupil and teacher of the direction the learning is taking and where it can go next. (figure 1)



Personalised Learning

Actively discussing the learning process & skills needed to learn effectively with children

Offering regular opportunities to reflect on learning and share skills acquired e.g. *through talk partners, open ended questions, effective use of plenary, variety of opportunities to respond in different ways e.g. as a group, using mini whiteboards, number fans etc, self and peer assessment, thinking skills*

Creating a starting point based on *pupils own interests* and informed by an understanding of the influences on them as learners (see figure 3). Learning is social, emotional & influenced by context.

Activities and sequences of learning informed by an understanding of pupil's previous knowledge & understanding e.g. through the use of mind maps at the start of a topic or using responses to marking.

Cross Curricular learning opportunities: Providing a variety of opportunities to practise and explore the same skills and understanding in different subject areas. E.g. humanities through literacy or maths through art. Learning is about making connections.

Effective questioning that ensures a strong balance of pupil voice versus teacher voice.

High quality marking that provides individual feedback and points for reflection related to individual pupil understanding. (*See marking policy for methods to ensure pupil responses and reflection.*)

Careful personalisation of tasks related to understanding or ability including extending more able and supporting pupils who are finding the concept/skill more challenging, including planning for these opportunities and effective use of practical resources to support and scaffold learning.

Motivating children through the provision of tasks that allow for a *flow* of learning (*See figure 4* and capture interest at the start of a topic by creatively introducing a subject using film, art, drama, artefacts, visitors, mystery or intrigue.

Creating a **context for learning** that is safe, supportive and responsive to ongoing need. *E.g. actively supporting children in their social & emotional needs through pro-active teaching and exploration of related skills; changing displays that celebrate and explore learning; clear, clean & tidy learning environments that are stimulating and exciting.* Remember children can spend up to 5 hours a day in one room.

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:

- 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
- CPD Policy