

Teaching and Learning Policy

Section 1

Introduction

We aim to serve the community by providing an education of the highest quality within the context of Christian belief and practice. At our school, our philosophy of education is concerned with the academic, personal, social and spiritual development of the children in our care. The core principles that support our teaching & learning are;

- Skills and context-based
- Dialogical
- Whole school
- Based on autonomy & challenge
- Reflective and future-orientated

As such we aim for all children to:

- Promote the Christian values of care and forgiveness whilst respecting the right of each individual to have their own beliefs.
- Achieve their full potential through high expectations of academic achievement and behaviour.
- Have their efforts, as well as achievements, acknowledged and rewarded through the use of Sharing Assemblies, special awards and praise from staff
- Be educated for life, particularly in the skills of co-operation and competition through events such as Sports Day, sporting competitions, team points etc
- Have pride in themselves, their school and community and demonstrate this through their behaviour at all times, wearing a uniform, presentation of their work, sharing assemblies and displays.
- Demonstrate consideration of others, creating a welcoming, happy and secure atmosphere in school and supporting charity work.
- Develop self-discipline and to take responsibility for their own actions and decisions, through their work, behaviour, School Council and circle time activities.

Section 2

Purpose

The purpose of the policy is to promote current good practice in teaching and learning, by clearly defining the elements that we believe constitute good teaching, in order to maximise children's learning both within the school and the wider community. This forms the basis of our subject teaching and incorporates individual foundation subject policies (excluding English, maths, RE and SRE) and the revised Primary Curriculum for 2014.

Section 3

Key principles in learning

3.1 Learning is an active process of constructing meaning. Children will be encouraged to

- ask questions
- show curiosity
- engage in dialogue with adults and peers about the learning
- make connections with previous knowledge
- reflect on and evaluate own learning, and that of others, to identify next steps in learning

3.2 Learning is governed by the learner and planned by the teacher. Therefore, when planning, teachers must take account of

- the needs of the learner
- the attitudes and feelings of the learner
- learning styles (visual, auditory and kinaesthetic), developed by the teacher

3.3 Learning involves taking risks. Children will be encouraged to

- offer their own ideas
- experiment and try different ways
- see mistakes as opportunities to clarify new learning and not as a failure
- find solutions by taking risks with their learning

3.4 Confidence, self-worth and encouragement will be developed through

- children knowing that the learning that they bring from outside school is valued
- staff showing a personal interest in the learning experience of children outside the classroom which is echoed by parental interest in children's learning in school
- children feeling successful

3.5 Learning is affected by the emotional and physical environment

- a secure and warm classroom atmosphere helps children feel supported in their learning by adults and peers
- stimulating displays promote curiosity and interest
- children's work is visibly appreciated through displays

3.6 Learning is a life-long process

- children begin to understand how to extend their learning
- know how they might develop their personal interests
- adults show that they are still learners

Section 4

Key Principles in teaching

When we are teaching well, we

4.1 Show knowledge of the children. When we show knowledge of the children we:

- respect them
- listen to them and learn about their interests
- understand their temperaments, learning strategies and attitudes.
- are aware of and understand their different physical, emotional and intellectual needs and capabilities
- apply professional understanding of child development

4.2 We are well planned. When we are well planned we will have considered the following:

- the timescale of the activity
- opportunities for pupils to choose their own level of challenge
- extension to, or support for the activity
- classroom organisation e.g. furniture, resources and accessibility of apparatus
- all adults informed of learning objectives and clear about their role
- resources prepared and available (ie in a place known by the children so they can access these if they decide to)
- use of published plans is kept to a minimum and where these are used they are fully annotated to ensure that the planning is appropriate to our pupils
- requirements of the curriculum
- requirements within each year group
- grouping of the children
- identified learning intention/question and outcomes linked to specific success criteria (these may be added to during the lesson)
- planned assessment
- range of teaching strategies to be employed
- interest level and enjoyment of the children

4.3 We ensure that children know what is expected of them, how to perform successfully and have high, but realistic, expectations. We will

- ensure the learning intention/question is clear to pupils
- encourage high standards of presentation
- set high standards for behaviour
- set challenging targets
- interact with the children
- work in partnership with others
- have specific success criteria for the session sometimes giving children opportunities to identify these
- ensure that success is recognised
- ensure that the atmosphere gives children confidence to ask questions, clarify the task, take risks and learn from their mistakes

4.4 We identify appropriate tasks which will develop the intended learning but also takes into account the needs of the individual. We will

- ensure that children understand the learning intention/question
- ensure that tasks are manageable but provide opportunities for extension
- differentiate in ways that meet the needs of individuals whilst maintaining their self esteem
- ensure activities are directly linked to the success criteria and enable pupils to progress (they can do something at the end of the lesson that they couldn't do at the beginning of the lesson or they are better (more effective and efficient) at doing something at the end of the lesson).

4.5 We use a variety of teaching strategies, which are motivating, stimulating, allow for fun, unpredictability and enthusiasm. By

- ensuring there is high quality interaction between children and adults where questioning promotes further learning
- planning activities that may be investigative and exploratory
- planning activities that may be practising or revising taught skills
- planning activities that may be using taught skills in new and extended situations
- ensuring there is time for both adult and child input
- ensuring appropriate opinions offered by all are valued
- the use of paired and group activities
- the use of practical demonstrations
- the use of independent work
- the use of trips away from school
- the use of visitors to school
- the use of ICT
- there are opportunities to use their learning in real life situations or in new contexts

4.6 We use a variety of assessment methods that give feed back to the children and aid further planning to raise achievement. We will

- involve the children in assessment by
 - i. sharing assessment with them
 - ii. developing opportunities for self-assessment
 - iii. setting individual targets with children
- mark work, which support further learning
- use child observations, children's written and verbal responses in assessment
- analyse assessments to monitor pupil progress and evaluate our strengths and our areas for development
- regularly review and report progress

4.7 We will use resources effectively

- have resources that are appropriate to the learning objective
- ensure that children know how and when to use resources
- ensure that resources are in good condition
- use a wide variety of resources

4.8 We will ensure that additional support in the classroom is used effectively. Support staff should be

- actively contributing to learning throughout the lesson
- included in planning where possible
- provided with a copy of the teacher's plan prior to the lesson so that they have enough time to read and understand their role
- informed of the learning objective and assessment foci
- be valued for their skills
- working in partnership with teaching staff
- have opportunities to work with the widest range of children

4.9 We will endeavour to know our subject well. We will

- be able to plan appropriate learning
- use the technical language related to the subject accurately and appropriately
- be enthusiastic and confident which will then motivate the children

- be able to model and scaffold the learning to enable children to make progress
- identify tasks that challenge the most able
- select appropriate resources and materials to support the learning task
- develop the skills of speaking and listening, literacy, numeracy and ICT within the subject
- remain learners ourselves and keep up to date with our own knowledge and understanding

Section 5

Assessment and development of teaching

5.1 As teachers we take responsibility for our own development, therefore we will

- be self critical without being over critical
- reflect on the successes of our teaching
- review areas of teaching that could be improved
- keep up to date with current educational thinking

5.2 When working with TAs, teachers will

- provide opportunities for TAs to check understanding of plans
- guide and support the TA to be an effective practitioner
- provide clear, honest and constructive criticism to develop TA practice

5.3 All teachers should expect to be observed teaching once every term. The feedback provided will

- identify strengths
- identify areas for improvement
- identify how the school will support the teacher to progress
- provide an opportunity to discuss any further training needs

5.4 Observations of lessons to assess quality of teaching will only be carried out by members of the leadership team, unless otherwise agreed by staff.

5.5 Subject leaders may observe lessons to evaluate learning.

5.6 To develop teaching we believe teachers need the opportunity to support other teachers and be supported themselves through opportunities for co-coaching, paired planning and paired teaching.

Section 6

Learning Environment

The learning environment should enable high quality learning. We therefore will

- create an atmosphere of trust, where pupils are encouraged to try out new ideas without fear of failure and where mistakes are seen as learning opportunities
- use displays within the classroom to act as active learning spaces (e.g. working walls, useful reminders, engaging displays etc)
- use displays outside the classroom to celebrate the work of pupils

- ensure that pupils know the location of resources to encourage their independent learning by being able to select and utilise suitable equipment and resources

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| Signature | |
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