



Teaching and Learning Policy

Introduction

This policy is central to the school's purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners. We aim to:

- To provide academic excellence by providing teaching and learning of the highest quality and by promoting the moral, cultural, spiritual, social and physical development of our pupils.
- To provide a rich and varied curriculum, in line with national requirements, that ensures that all children are challenged to achieve their best, have high aspirations and become confident, independent learners in exciting and well- managed classrooms.

Values

In addition to the British Values: democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, we have established four core Christian values which underpin our school community. Our core values are:

Respect, Perseverance, Compassion, Trust

Principles of Effective Learning

We believe that children learn best when:

- they feel happy, comfortable and safe
- their confidence and self-esteem are high and they enjoy positive, trusting relationships with adults and peers
- they are challenged, encouraged and supported by peers and adults, including family;
- adults and older children provide good role models as learners and members of the community
- the learning environment is stimulating and properly resourced
- teaching is authoritative, purposeful, positive, well-paced, varied and stimulating
- they are actively engaged in the learning process and take responsibility for their learning
- our teaching takes account of their individual needs and interests
- when mistakes and errors are seen as a valuable part of the learning process

Strategies used to Promote Effective Learning

To help children to feel happy, comfortable and safe, we will:

- implement appropriate induction and transition arrangements;
- smile at them, greet them and ask about their welfare;
- make time to listen to what they have to say;
- show them that we work closely with their families in support of their welfare and education;
- treat them fairly and consistently;
- rigorously implement equal opportunity, anti-bullying and race equality policies;
- ensure that the school is visually attractive and welcoming;
- ensure that they feel 'ownership' through personal spaces, name tags, classroom responsibilities etc;
- provide opportunities for physical movement in learning activities;
- provide opportunities for relaxation/energising in and between activities;
- use music to create appropriate moods.

To help build children's confidence and self-esteem and to enable them to develop positive, trusting relationships with adults and peers, we will:

- give them opportunities to take part in circle time, role play, show & tell, choose-do-review, class assemblies, school council etc;
- make use of learning/talking partners, peer assessment and collaborative working;
- use a range of reward systems;
- display their work and help them to display their own work attractively;
- look for opportunities to catch them doing well and to celebrate it;
- ensure that they experience success and praise every day;
- give constructive feedback verbally and in writing;
- use positive language and encourage them to do the same;
- acknowledge and celebrate their special days, including birthdays where appropriate;
- talk to them about their own lives, hobbies, interests and cultural background;
- celebrate variety in culture, religion and language;
- show respect for them and their contributions.

To ensure that children are challenged, encouraged and supported by peers and adults, including family, we will:

- inform parents about the curriculum they will experience next;
- communicate regularly with parents about their progress;
- communicate to children's families that we value their contribution;
- set homework appropriate to their age and ability;
- involve them in self-assessment and the identification of appropriate new targets;
- involve them in collaborative working;
- involve them in peer assessment;
- use target setting information and other assessment procedures to track their progress and identify their learning needs;
- involve them in peer support, e.g. break time buddies;
- enable them to share achievements through displays, class assemblies etc.
- provide a range of extra-curricular activities;
- encourage past pupils to maintain contact.

To ensure that adults and older children provide good role models as learners and members of the community, we will:

- encourage all school employees to be active, lifelong learners, who share their interest in learning with colleagues and children;
- encourage parents to be lifelong learners who are actively engaged with their children's learning both in and out of school;
- have high and clearly communicated expectations that every adult on the school premises will set a good example as a member of the community;
- give children opportunities, motivation and encouragement to act as good role models and supporters of others;
- invite members of the outside community to share with children their knowledge and experiences as learners and community members.

To provide a stimulating and properly resourced learning environment, we will:

- ensure the interior and exterior of the building are clean, appropriately decorated and well maintained;
- ensure that classrooms are tidy and free of clutter;
- ensure appropriate temperature and levels of oxygen are maintained;
- ensure that children and adults have access to water as needed;
- have appropriate resources according to the varying needs of the children;
- ensure that resources are accessible to children;
- vary the learning environment, using outdoor spaces and out-of-school visits;
- set out informative, interactive and celebratory displays.
- ensure that displays support class organisation – visual timetables, clearly labelled resources
- ensure that displays promote independence by providing prompts, questions and support
- provide displays which support learning – working walls, presentation examples, interactive and challenging activities
- Change displays regularly to ensure they reflect the current topic, themes, genre or learning
- ensure Literacy and Maths displays are a constant feature of each classroom through a working wall which changes according to the genre / topic being taught.
- ensure maths, English and science displays are colour co-ordinated throughout school to assist children in their learning.

To ensure that teaching is authoritative, purposeful, positive, well-paced, varied and stimulating, we will:

- provide teachers and teaching assistants with day-to-day, line management support and a planned programme of continuous professional development;
- take steps to ensure the personal well-being of members of staff;
- provide a curriculum that covers, and goes beyond, the statutory requirements; (see our Curriculum Principles)
- plan lessons that are adapted to meet the needs of individual children;
- plan and deliver lessons and units of work that incorporate the principles of the Framework for Effective Teaching and Learning ([see section 2](#))

- monitor the effectiveness of our teaching through line management and subject management arrangements, including lesson observations, work scrutiny and scrutiny of teachers' planning and assessment records;
- give children clear goals and time limits.

To ensure that children are actively engaged in the learning process, we will:

- implement the Framework for Effective Teaching and Learning ([see Section 2](#))

To enable our teaching to take account of children's individual needs and interests, we will:

- implement a range of target setting, assessment and tracking procedures appropriate to their age;
- involve them in self-assessment and target setting;
- talk to them about their interests and incorporate those interests in our teaching;
- fully implement the SEN policy and action plans.
- Implement effective pre-teaching where necessary to support all children in their learning

The Role of Subject Leaders

- monitor progress and attainment in subject areas and action plan to address areas of need
- support colleagues to develop practice and subject knowledge to maximise progress
- take the lead in policy development
- have responsibility for purchase and organisation of resources
- keep up to date with developments in their particular subject area and are responsible for sharing these with colleagues

The Role of Parents

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

- regular consultation evenings in which the progress made by each child and his / her next steps in learning are explained and discussed
- an annual report to parents explaining the attainment and progress made by their child as well as targets in core subjects
- information on how to support children with their homework
- parent information sessions to explain the work covered and the strategies and methods taught to the children
- termly class newsletters for parents at the start of each term in which we outline the learning areas and topics that the children will be covering that term
- regular conversations with teachers on a pupil's progress on a more regular basis if appropriate
- sharing of termly targets on Provision Maps for children on SEND register

The Role of Governors

Governors support, monitor and review the school development plan and school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively and ensuring at least good progress from starting point
- 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
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders, class teachers and the Headteacher Report to governors.

A Successful Policy?

When the policy is successful, we will see children who:

- are confident, well-motivated, independent, yet collaborative learners;
- enjoy their learning and who maintain good relationships with adults and other children;
- have a sense of pride in their work at school;
- make good progress against their targets.

When the policy is successful, we will see teachers and teaching assistants who:

- are knowledgeable, skilled, confident, motivated and happy in their work.

When the policy is successful, we will see parents who:

- are fully engaged in their children's learning;
- are proud of their children's achievements.

Monitoring and Evaluation

This policy will be used to support the monitoring of teaching and learning throughout the school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

Policy agreed by staff on: 12 December 2018

Policy agreed by governors: 4 December 2018

This policy should be reviewed annually.

Section 2:

Dishforth Church of England Primary School

Framework for Effective Teaching and Learning

Effective Opening

At the start of learning experiences, we will:

(Learning experiences are not necessarily one lesson)

- take steps to capture the attention of the children, stimulate their curiosity and get them into a positive frame of mind;
- review previous learning and connect it to new learning;
- explain the purpose of the learning to be gained and encourage them to identify its relevance to the world and 'What's in it for me?';
- encourage children to develop questions they would like to answer by the end of the learning
- provide children with the questions they will be able to answer and the skills they will have acquired by the end of the lesson/topic;
- give children the 'big picture' by;
 - describing what they will be doing
 - encouraging a sense of prediction, anticipation, curiosity, and positive expectation about the learning to come,
 - providing graphic, pictorial previews and overviews of the topic to be studied,
 - showing examples of what other children have produced/achieved.

Effective Teaching

In our teaching, we will:

- be secure in our subject knowledge;
- clear about the learning objectives and success criteria;
- use assessment for learning techniques to ensure children make progress during lessons and over time;
- start lessons promptly and maintain good pace throughout;
- maintain a positive and pleasant working atmosphere using praise and positive language;
- use humour, drama, music, games, play and competition to enliven our lessons;
- provide opportunities for children to experience awe, wonder and reflection;
- ensure all children are actively engaged in the learning process;
- break the teaching content into logically arranged, manageable chunks;

- give clear, differentiated explanations and instructions;
- provide appropriate modelling and demonstrations;
- input new information using combined visual, auditory and kinaesthetic strategies;
- enable children to understand and use their own learning preferences;
- adapt our teaching in the light of continuous assessment of children's progress;
- fully engage classroom support staff in the teaching and assessment processes.
- use whole class questioning and targeted, differentiated, closed and open-ended questions (incorporating 'what, how, why') to support our teaching and to assess understanding;
- encourage and respond positively to children's questions;
- plan opportunities for children to develop their own questions and questioning skills

Effective Learning:

To promote effective learning, we will:

- ensure children are aware of personal targets for learning;
- give opportunities for children to learn in a variety of ways, using their multiple intelligences and preferred learning styles;
- provide multi-sensory and 'first hand' learning experiences whenever possible;
- encourage children to be independent and to choose their own strategies for learning;
- use planning frames for children to structure thinking and work;
- engage children in a range of independent and collective/collaborative, group-based learning activities, including peer-teaching, peer-assessment, talking/work partners, hot-seating, role play etc;
- provide activities involving problem solving and creative thinking;
- set clear expectations for learning outcomes;
- ensure most tasks have time deadlines;
- provide opportunities for children to use new knowledge and skills in a variety of contexts;
- encourage children to 'take risks' (risk being wrong) in their learning;
- teach thinking and learning-to-learn skills.
- give children to be involved in the learning throughout the lesson
- ensure there is an appropriate balance of adult / pupil talk
- plan opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum
- incorporate P4C strategies where appropriate

Effective Review and Reflection

To enable effective review of learning and children's reflection upon it, we will:

- give regular positively worded, constructive oral and written feedback on their work and how they can improve; (*refer to Feedback & Marking Policy for more information*)
- provide marking and feedback which identifies success and areas for improvement / next steps in learning
- plan opportunities are planned for children regularly to respond to marking and feedback
- give feedback related to agreed targets;
- praise, reward and share success;

- provide children with opportunities to review and reflect upon what they have learned and how their learning might be applied to new situations;
- teach a variety of memory and recall techniques;
- enable individuals, pairs and groups to report back to others;
- enable children to share what they have learned and can do;
- enable children to ask questions of others;
- provide opportunities for children to consider future learning.
- teach children how to self and peer assess
- teach children to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning

Effective Close

At the close, we will:

- use a variety of stimulating activities to provide a clearly signalled, positive and uplifting note to the end of the learning experience.

Non-negotiable standards

- All children are encouraged to present their work to the highest standard using modelled cursive style
- All staff use cursive style handwriting in books and on the board when working with the children
- The date and skill are copied correctly into books and are underlined (where appropriate to age and ability of child)
- Literacy writing books – all books to have laminated skills checklist attached to back cover and used as part of normal classroom practice for children
- Handy helpers containing appropriate word lists should be available to **all children in all lessons**

Targets and next steps: