

## Teaching and Learning Policy

This policy was created by the staff of the partnership of Appleton Wiske, Great Smeaton , North and South Cowton and The federation of East Cowton and Kirkby Fleetham C of E Primary Schools.

We continue to develop a curriculum that is rooted in a creativity that gives the children the opportunities to learn through a range of teaching and learning styles across the year. Each curriculum policy reflects this and leads to our vision that we will **Create, Discover and Succeed** together. We will do this by:

- Connecting: seeing relationships and combining in new ways
- Risking: having the self-confidence and freedom to fail and keep trying
- Envisaging: being original and imaginative about what might be
- Analysing: asking critical and challenging questions
- Thinking: taking time for reflection and soft thinking
- Interacting: sharing ideas and collaborating
- Varying: testing options and trying different ways
- Elaborating: exploring, fiddling, doing the unnecessary

Tell me and I forget,  
Show me and I remember,  
Involve me and I understand

### 1 Introduction

**1.1** At our school we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### 2 Aims and Objectives

**2.1** We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

**2.2** Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;

- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

### 3 Definition of Learning

- 3.1 Learning is the process by which an individual makes sense of new experience. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction; therefore, we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking.
- We believe learning will most effectively take place when:
  - The learning environment is secure, stable and stimulating;
  - Relationships between teachers and students/children are positive and respectful;
  - Students/children' self-esteem is high;
  - Students/children understand the purpose of the learning and see relevance to their own experience;
  - Students/children understand the ways in which learning takes place;
  - The learning builds on prior knowledge and understanding;
  - Success criteria are explicit and models are provided;
  - The learning is active and collaborative;
  - Student questioning, reflection, and discussion are encouraged to extend & guide discovery ;
  - Independent learning and thinking is facilitated and encouraged;
  - There are opportunities for creativity and utilising different learning styles;
  - Students/children can self-assess, know what they need to do to improve and are able to set appropriate targets;
  - Students/children have opportunities to transfer skills, knowledge and understanding to other contexts.

### 3.2 Definition of Progress:

To make progress in learning is to move forward towards a learning objective or an agreed target.

- We expect all pupils to make clear progress in their learning over time as follows:
- Performance data collated throughout the year shows that students/children are making good progress towards their agreed targets; in line with their starting points and in line with our assessment policy.
- The quality of work produced by students/children shows that they are acquiring knowledge quickly, developing their understanding and skills and consolidates this in line with expectations for their age group and national averages;

**3.3** We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

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#### **4** Effective Teaching

**4.1** When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the curriculum overview plan to guide our teaching.

**4.2** We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Provision maps. We have high expectations of all our children, and we believe that their work in school is of the highest possible standard.

**4.3** We set academic targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of each term and set revised targets.

**4.4** We plan our lessons with clear learning objectives which are shared with the children. We take these objectives from the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

**4.5** Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set, and agree with children, the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

**4.6** We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

**4.7** We deploy learning assistants effectively. Sometimes they work with individual children and sometimes they work with small groups.

**4.8** Our classrooms are attractive learning environments. Our learning walls are constantly changing in response to the children's learning. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as learning walls relating to literacy and numeracy. 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.

**4.9** All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

**4.10** We conduct all our teaching in an atmosphere of trust and respect for all.

## **4 The Role of School leaders**

Middle Leaders, Senior Leaders, Directors of Learning and Heads of Department will ensure that they monitor and review the quality of teaching and learning on a regular basis and in a number of ways.

- Book scrutinies
- Work trawls; including the half termly Assessment, Marking & Feedback reviews;
- Lesson Observations - drop ins & Informed Observations;
- Questionnaires with staff/students/children/parents;
- Examination reviews and progress checks;
- Reviews conducted alongside external agencies.
- Student/child interviews.

The outcomes of monitoring and reviews will be shared with staff in an open and professional manner. Where standards of teaching and/or learning fall below expectations, appropriate support will be given and further monitoring will take place as appropriate. If concerns continue, further action will be taken in line with the Teacher Appraisal and Capability Policy.

## **6 The Role of Governors**

**6.1** Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- 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 children's 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 self-review processes. These include reports from subject leaders and the annual Head Teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

## **7 The Role of Parents**

**7.1** 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 explain our school strategies for teaching literacy and numeracy;

- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- completing regular 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. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

**7.2** 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 with the correct uniform and PE kit;
- 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.

## 8 Monitoring and Review

**8.1** We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy during the **summer** term 2018

**Signed:**

**Date:**