



# **TEACHING AND LEARNING POLICY**

February 2020

## **Our Aim**

We strive to ensure our pupils will receive high quality learning opportunities which inspire, as well as develop and deepen understanding, knowledge and skills.

The quality of teaching is central to high educational standards and pupil achievement. We expect every teacher to be a good teacher – no child deserves less.

## **Our Principles**

Our teaching and learning policy is a statement of our beliefs on:

- how children learn best
- what makes a great lesson
- how learning environments support learning
- how planning and teaching supports learning
- how parents and carers support learning
- the role of governors

We are constantly reviewing our practices according to the broad principles outlined in this policy.

### **Children learn best when:**

- They are safe, happy and confident to take risks
- They have opportunities to work independently and collaboratively
- Teaching is engaging, motivating and children are engaged in purposeful activities
- They understand what they are expected to do and what the final outcome should be
- Adults assist them appropriately
- They have high expectations of themselves and are challenged
- They are engaged in a variety of lower and higher order tasks including investigative activities that encourage enquiry and problem solving
- They are encouraged to reflect and plan ahead, building on their strengths and learning from their mistakes
- They are able to draw inspiration from others
- They are encouraged to see their learning as relevant to their everyday lives and futures
- They are supported from home
- There is a purposeful atmosphere, supported by the school's behaviour systems

### **What makes a great lesson is when:**

- there is a 'hook' stimulus to engage the children in the learning
- the lesson is contextualised: reference is made to previous and future learning
- a range of strategies are used to ensure participation by all children during whole class teaching
- there is clear, succinct modelling of how to achieve each of the success criteria
- there are concise, achievable success criteria that demonstrate how to meet the learning intention

- there is a range of inclusive and incisive questioning
- there is highly effective behaviour management

### **Learning environments support learning when:**

- They are tidy and well-organised with resources accessible and clearly labelled
- displays are used to support and celebrate learning
- displays are relevant to the children's current learning
- seating arrangements support collaborative and independent learning
- Daily routines are made explicit to children and embedded so that time is not wasted
- Children are encouraged to respect the school space and resources
- As little as possible time is given to routine management so that maximum time can be given to teaching and learning

### **Planning and teaching supports learning when:**

- Teachers use the school's planning frameworks and documents
- Teachers develop and use robust subject knowledge to inform their planning and feedback
- Medium term planning is used effectively to structure the children's learning and short term planning responds to assessment for learning
- Teachers use informal and formal assessment procedures to tailor their teaching to meet the needs of the children
- Teachers give regular feedback to children both verbally and through marking to consolidate and extend learning
- Teachers give clear explanation and instructions
- Teaching is well paced, stimulating and enthusiastic
- Connections are made between different curriculum areas and within the same curriculum area
- Questioning is used effectively to assess learning and develop ideas
- Children are given opportunities to talk about their learning and are taught directly how to collaborate
- High expectations are set
- Rich and varied learning opportunities are provided as well as fun, stimulating and memorable contexts for learning
- Praise is used to motivate pupils
- The teacher has the opportunity to plan and teach as part of a team of teachers

### **The role of parents and carers**

Parental involvement is fundamental to helping children to learn. Parents and carers have a responsibility to support their children and the school in implementing the school policies by:

- Ensuring that their child arrives at school on time and has the best attendance record possible, which includes avoiding taking holidays during term-time
- Reading with and/or to their child regularly and ensure that home learning tasks are completed on time and to a good standard
- Attending parents' evenings and striving to work positively in partnership with school staff

- Promoting 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
- Ensuring that their child is equipped for school with the correct uniform and PE kit
- Informing school if there are matters outside of school that are likely to affect a child's performance or behaviour

### **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 discussions with subject leaders, 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 are compliant with health and safety regulations
- Seek to ensure that our staff development and our performance management promote good quality teaching
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff appraisal is undertaken systematically and according to school policies
- Share their expertise and talents with the school