



Learning and Teaching Policy

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Next review – June 2024

Learning and Teaching Policy

Introduction

This document is a statement of the aims, principles and strategies for Learning and Teaching throughout the federation. It lays the foundations for the whole curriculum and is a reference point for a number of key school policies (including School Improvement Plan, Staff Development, Performance Management, and School Pay Policies).

Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning.
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs.
- To provide a broad and balanced curriculum which provides opportunity for all pupils to acquire content through variation and differentiation.
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions.
- To promote positive attitudes, good behaviour and moral understanding. To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others

Teaching

We expect: -

- Staff to have secure subject knowledge and understanding –when support is needed teachers can seek advice from Senior Leaders or subject coordinators.
- Staff to plan appropriately for all groups of children and access high quality resources.
- That every lesson has a clear learning objective which is explained to the class.
- That all lessons demonstrate key elements of good AfL practice.
- That activities are varied and differentiated to ensure that children explore, develop and practice new skills/ concepts.
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding.
- Staff to provide appropriate resources, which support learning outcomes and provide challenge for the more able.
- That staff have high expectations of presentation, quality and quantity of work.
- TA's to be fully involved and active in lessons.

Support in the Classroom

- Classroom assistance is available in the form of both volunteer and paid teaching assistants. They are valued members of our team.
- Teaching Assistants follow plans provided by the teacher in order to gain the most effective learning.
- Teaching assistants should be aware of their role and expected outcomes.

Expectations of Learning

- Pupils provide high levels of engagement, commitment and cooperation within learning time.
- Pupils respond well to teachers and lessons proceed without interruption.
- Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress.
- Work is sustained with a sense of commitment and enjoyment.
- Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available.
- They are provided with the skills to evaluate their own work and encouraged.

We believe that children learn best when they:

- Are happy
- Are interested and motivated
- Achieve success and gain approval
- Are given tasks which match their ability
- Clearly understand the task
- Are confident, feel secure and are aware of boundaries
- Are challenged and stimulated.

Management and Organisation of the Classroom

Effective teaching and learning can only take place in a classroom which enables children to develop as independent learners.

- The organisation of the classroom should meet the needs of the timetable, i.e. English, mathematics, creative, arts, integrated or thematic activities.
- There should be a balance of individual, group and whole class teaching.
- Resources and materials should be well organised and labelled so that children know where to find equipment for each subject. They should be regularly cleaned and checked for damage.
- Time should be taken to train children in procedures and routines.
- Teachers should have teaching resources available at working stations in order that children can act independently in choosing, collecting and returning resources appropriately.
- Children should be taught the skills and rules for using equipment and resources.
- Children and teachers act together to establish an attractive, welcoming and well organised environment, prompting respect, care and value for all resources.
- Pens, pencils, sharpeners, etc. should be checked daily. They should be stored appropriately and be accessible to children.
- Activities should be planned so that children are working at the appropriate level. They should ensure rigour and pace.
- Children should have an understanding of “time scale” for a piece of work. They should know what purposeful activity to move onto when a piece of work is completed.
- The appearance of the classroom should be valued by the teacher and children and time should be made for tidying up. It should be left tidy and organised at the end of each day.

Curriculum

Our curriculum is broad and balanced. We use a range of resources to support our curriculum:

- The new Primary National Curriculum 2014
- The Early Years Foundation Stage Framework

- The Derbyshire Agreed Syllabus for Religious Education
- PSHE Matters

Long Term and Medium Term Planning

Our Garden classes follow a three-year cycle of planning and our Meadow classes a four-year cycle.

Assessment

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the ongoing process of Assessment for Learning (AFL). These assessments are against National Curriculum objectives to ascertain whether children are working at age related expectations.

At least termly we have an assessment week which enables teachers to use formal assessments and a wide range of evidence to develop a comprehensive picture of where each child is currently working in relation to age related expectations.

We track all pupil performance and in particular identify those pupils at risk of underachievement, appropriate interventions are then planned for these pupils. Additionally, we also ensure that those children who are achieving above age-related expectations are provided with opportunities to succeed.