



Teaching & Learning Policy

| | |
|--------------------------------|---------------|
| Author: | Peter Hellman |
| Last Updated: | April 2013 |
| Document Version: | 2.0.0 |
| Presented to committee: | 12/06/2013 |
| Approved on: | |
| Next Review: | April 2016 |

Teaching and Learning Policy

1 Rationale

At Senacre Wood Primary School, we believe in the concept of lifelong learning, and in 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. Through our teaching, we aim to 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 Purposes

Any attempt to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

We expect every teacher to be a good teacher – no child deserves less.

By adopting a whole school approach to teaching and learning across our school, we aim to:

- meet the needs of all learners taking into account visual, auditory and kinaesthetic styles
- enable children to become confident, resourceful, enquiring and independent learners
- foster children's self-esteem, and help them to build positive relationships with other people
- develop children's self-respect and encourage them to respect the ideas, attitudes, values and feelings of others
- show respect for a diverse range of 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 it
- help children grow into reliable, independent and positive citizens

3 Effective teaching and learning

We encourage children to take responsibility for their own learning.

We believe that in an effective lesson:

- children are content and secure and are able to experience a sense of achievement
- children understand what they are learning and what success will look like – the objectives are shared with children

- everyone is included and all needs are met - provision is inclusive and lessons differentiated well
- planning takes into account children's prior knowledge
- all children learn and make good progress - children achieve
- all children, including those with gifts and talents, face an appropriate degree of challenge
- children with AEN/SEN are supported well
- the pace promotes high performance and allows thinking time
- activities are fit for purpose - activities are carefully chosen to optimise learning
- children have opportunities to improve and move forward
- children have opportunities to be independent in their thinking and learning, make choices and take risks
- children are engaged and motivated
- behaviour is good and any inappropriate behaviour is dealt with effectively
- adults and children have high expectations
- misconceptions are dealt with and are used as opportunities for learning
- resources are accessible, selected carefully, are appropriate and of a high quality
- teaching assistants and other adults are deployed well and impact positively on learning
- children receive effective feedback enabling them to improve their performance and have opportunities for self-evaluation and reflection

Lesson structure

All lessons in our school should include:

- setting the scene, links to prior learning; sharing learning intentions
- teaching and modelling of new skills and knowledge (teaching)
- application of new skills and knowledge (learning)
- plenary and assessment
- opportunities to reflect on pupil progress
- assessment for next steps

All lessons across our school should include:

- clear learning intentions
- well planned success criteria
- clearly differentiated activities/tasks to enable all pupils to access learning
- pupils actively engaged in learning
- regular and clear oral and written feedback

- the use of ICT
- consistent classroom management
- effective use of additional adults

4 The School Environment

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. The better the school looks, the more it inspires the people inside it - a well-cared for classroom can make pupils feel that what they achieve and how they themselves are perceived is important.

Across our school we aim to ensure that all classrooms, group learning areas and whole school areas, are spaces that everyone can use to learn and be proud of. Displays are used to support teaching and learning and celebrate pupils work

All our classrooms have designated '**Working Walls**' which track the children's learning over a unit. This wall includes the objectives for the unit of work, key vocabulary, photographs, children's quotes and work samples.

Each classroom has well-ordered clearly labelled resources to support independent learning.

5 Marking and feedback

The nature of marking influences and encourages the child and gives her/him the confidence to take another learning step. Feedback may take a number of forms – oral, written, formal and informal- and may be given on a group basis as well as an individual one. (Details can be found in the Marking Policy)

6 The Role of the Subject Leaders

Our subject leaders provide professional leadership and management to secure:

- high quality teaching through supporting, guiding and motivating colleagues
- improved standards of learning and achievement for all pupils

This will be achieved through:

- sharing expertise to improve practice
- effective use of resources
- monitoring and evaluation of teaching and learning
- scrutiny of pupils books and teachers planning
- pupil progress meetings

- target setting for pupils and staff
- development of school policy and practice

7 The Role of Governors

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

- support the use of appropriate provision by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and appraisal 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, the headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff

8 Parents and carers

We do all we can to inform parents and carers about what and how their children are learning:

- by explaining our school strategies for literacy, numeracy and health education
- by sending information to parents and carers which outlines the topics that the children will be studying during each term
- by explaining to parents and carers how they can support their children with homework by encouraging parents and carers to attend subject focussed events to support them in understanding how their children learn
- We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:
 - to ensure that their child has the best attendance record possible
 - to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour
 - to promote a positive attitude towards school and learning in general
 - to fulfil the requirements set out in the home–school agreement

9 Monitoring

This policy is monitored by the Senior Leadership Team and is regularly reviewed in the light of current guidelines.

Policy Monitoring

This policy is monitored by the Senior Leadership team and the Self-Review Committee and is regularly reviewed in the light of current guidelines.

This policy will be reviewed every two years or earlier if necessary.