



Care, Collaboration, Challenge

## Teaching and Learning Policy

### Introduction

Teaching and learning are the key functions of our school. We believe that:

- Learning should be a rewarding and enjoyable experience for everyone – learning should be fun and enable children to make good or accelerated progress
- High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future, equipped with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society
- High expectations of behaviour are evident through explicit teacher modelling

### Aims

To ensure all staff, children, parents/carers and Academy Improvement Committee members are aware of the aims for Teaching and Learning at Springfield and that these are consistently applied in order to:

- Promote high quality teaching and learning across the school
- Raise standards by ensuring consistency and continuity of teaching and learning
- Ensure all children are included, motivated and engaged by their learning
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding
- Promote the idea of lifelong learning for all members of the school community

‘Care, Collaboration and Challenge’ are our key drivers behind all that we do. We feel that as a school these are the most important attributes for our children. To care about themselves, for one another, for adults, for the wider community and for the work that they do is essential for getting on in life. We also feel that to have the skills to collaborate, to be a good team player, is crucial in today’s society. Finally, the ability to take on a challenge, to persevere when things get tough will help our children as they move on in life.

### What is Effective Teaching and Learning?

At Springfield Primary Academy, we believe that effective teaching and learning happens when:

- Positive relationships are formed between adults and children and children and their peers
- Children are working in an environment which is safe, caring, supportive and stimulating
- Children are appropriately challenged with learning experiences which are relevant to their lives and interests that are inspiring, motivating and engaging
- Children are actively involved in their learning at an appropriate level to match their learning needs
- Children are encouraged to become increasingly independent learners
- Children have clear direction and are praised for all the good things that they do
- Learning is well structured and delivered

- Teachers plan lessons effectively which take children’s prior learning and current assessment into account, in order that the lessons consolidate, build upon and extend learning for all children
- Adults demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding
- Adults insist on high expectations of learning and learning behaviours
- Adults apply a range of teaching styles which appropriately match the children’s learning styles in order to sustain their concentration, motivation and application
- Adults effectively assess and monitor children’s progress in order that they can extend children’s learning both within individual lessons and over time
- Adults use resources and technology effectively, including other adults, to support children’s learning
- Adults develop the range of reading skills required for all children to access all of the curriculum effectively
- Adults use questioning effectively to gauge and extend children’s skills, knowledge and understanding
- Adults are reflective regarding their professional practice and the overall provision the school offers
- Adults develop and sustain good links and focussed communication with parents/carers in order to support the children’s learning

### **What is a good lesson?**

At Springfield Primary Academy, we believe that a good lesson is when:

- The lesson objectives are clearly communicated to the children
- The lesson is well planned and the teacher is well prepared with the appropriate resources
- The lesson builds on the knowledge and experiences of previous learning
- The teacher has high expectations of all the students in the class
- The teacher employs a range of strategies and stimuli to engage all students
- Positive reinforcement and praise are a feature of the learning experience
- The teacher produces a well-ordered, supportive and productive learning environment
- The lesson demonstrates pace and challenge
- Assessment for learning is an integral part of the learning process
- The teacher follows the positive classroom behaviour policy with consistency and fairness
- The learning objectives are evaluated
- The teacher makes links with prior learning and concepts that children have already experienced
- The teacher enables children to revisit learning they have previously encountered some time ago

### **Review**

Policy reviewed: September 2021

To be reviewed: September 2022