

Policy - Teaching and Learning

Mission Statement

It is our aim to enable every member of our school family to flourish and live life in all its fullness by:

Teaching a broad and balanced curriculum, holistically nurturing and developing our children, helping those in need through loving service, confronting injustice in our world and caring for creation.

Purpose

This policy outlines the approach to teaching and learning in our school and underpins all our other policy documents. In defining what we consider to be good teaching and learning, our aims are:-

- ❖ to promote consistency so that all our pupils learn effectively and make maximum progress;
- ❖ through our shared understanding of what constitutes good teaching and learning to enable us to reflect upon our own work;
- ❖ to enable the work of the school to be evaluated.

We endeavour to work as a whole school community rather than as separate key stages whenever possible to enable the children to develop a sense of belonging. It will encourage a sense of worth and a sense of responsibility throughout the school. This is achieved by a variety of whole school activities including school plays, concerts, sports days, harvest festivals, worships and assemblies.

Principles

We recognise that:-

- ❖ Pupils come to school from a variety of home circumstances and with past experiences which, in differing degrees, affect their ability to learn.
- ❖ All our children need to achieve their full potential;
- ❖ All our children need equal access to the curriculum;
- ❖ All our children need to develop self-confidence and independence in a learning environment where their contribution is valued;
- ❖ Good relationships are key to promoting good learning.
- ❖ Staff need to adopt a teaching style which fits the needs of the children and the curriculum and which makes best use of time and resources.
- ❖ The social, cultural, spiritual and moral development of each child contributes to overall success;
- ❖ Assessment for Learning is a key strategy for assessment.

The Learning Environment

We seek to provide a learning environment which is:-

- ❖ Secure and safe
- ❖ Stimulating and interactive
- ❖ Language / print rich
- ❖ Maths rich
- ❖ Predominantly bright, cheerful and colourful
- ❖ Aesthetically pleasing
- ❖ Clean and tidy
- ❖ At a suitable temperature

There will be evidence of:-

- ❖ A defined worship area
- ❖ Clearly labelled, well-ordered, accessible resources
- ❖ Displays covering the breadth of the curriculum

- ❖ Displays which are interactive, celebrate good work, set standards of presentation and challenge children to think
- ❖ A clarity of organisation with defined areas and work spaces

The atmosphere will be one of:-

- ❖ Purposeful working with children on task
- ❖ Mutual respect which reflects the Christian ethos of the school
- ❖ Consistency with high expectations of work and behaviour
- ❖ Openness, which permits failure and growth from this.
- ❖ Noise levels appropriate to task.

Teaching

Teaching has the most direct impact on the rate of progress each child makes. The following points are crucial in promoting a high standard of teaching.

Teachers who:-

- ❖ Plan effectively
- ❖ Match work to ability, cater for lower ability, challenge the more able and meet the requirements of any SEN children within class
- ❖ Keep the use of worksheets to a minimum to help meet learning objectives, never as a time filler
- ❖ Use a range of commercial resources to support, not direct teaching. Have good subject knowledge, which is developed through in-service training
- ❖ Have high expectations of themselves and pupils and give encouragement to achieve those expectations
- ❖ Provide a good role model- punctual, well-organised, speak and dress appropriately
- ❖ Have respect for each other and acknowledge individual differences in teaching style and organisation
- ❖ Set and maintain a high standard of behaviour, which is followed and reinforced by all
- ❖ Set and follow well- established routines
- ❖ Enjoy teaching and do so with enthusiasm and humour

Teaching which has:-

- ❖ Clear learning objectives, which are shared with pupils
- ❖ Success criteria shared if appropriate
- ❖ Appropriate use of groupings
- ❖ A good range of appropriate activities
- ❖ Appropriate match of tasks and differentiation
- ❖ A range of teaching styles and methods including exposition, explanation, demonstration, discussion, practical activities, investigation, research, problem setting and solving.
- ❖ Teaching which utilises a wide range of questioning techniques e.g. open and closed, direct, inferential. Questioning will be aimed at individuals (differentiated), groups or the whole class depending on the needs of the lesson.
- ❖ Good pace with no time wastage
- ❖ Challenge, encouraging risk-taking and learning from mistakes
- ❖ The opportunity to develop independent learning skills
- ❖ Pupils involved in their own learning and understand their next steps
- ❖ Assessment (*see section on assessment*)
- ❖ Opportunities to bring the learning together

Planning and preparation

Planning is carried out at three levels

- ❖ Long term : curriculum maps placed on website each term
- ❖ Medium term : half-termly based on schemes/units of work

- ❖ Short term : weekly plans saved on server each week
- In writing plans teachers are aware that they should be
- ❖ Effective and concise
 - ❖ Consistent, following a whole school approach
 - ❖ Planned involving support staff
 - ❖ Providing continuity and progression throughout the school
 - ❖ Planned in advance of lessons
 - ❖ Evaluated to aid future learning and/or assessment
 - ❖ Following school policies e.g. curriculum, presentation and marking
 - ❖ Flexible enough to enable outcomes of assessment to be used.

All lessons should have a clear focus based on:-

- ❖ A structure which makes good use of teacher time
- ❖ Clear learning objectives to reflect ELG's/NC/Schemes/units of work
- ❖ Activities linked to objectives,
- ❖ Appropriate challenge, matched to ability
- ❖ Opportunities to promote agreed learning targets
- ❖ Building on prior learning and current knowledge
- ❖ A balance of opportunities to learn in different ways.
- ❖ Regular feedback to pupils about their work.

Good preparation for lessons means that

- ❖ Work from previous lessons is marked
- ❖ All necessary materials and resources are ready.
- ❖ Support staff have had access to short term planning so that they are aware of the part they will play in the lesson and can contribute to the learning objective.
- ❖ There is sufficient working space
- ❖ There are clear routes to different areas of the room, which do not obstruct children at work.
- ❖ Lessons start and finish on time.
- ❖ Children have provided themselves with the necessary equipment, kit etc.

Learning

Learning needs to be structured to ensure that pupils make progress and become independent learners with the ability to work with increasing and sustained concentration.

Effective learning strategies, which we will promote, include the ability:-

- ❖ To ask and answer questions
- ❖ To be an active listener
- ❖ To contribute to discussions in a relevant way
- ❖ To co-operate with peers and staff
- ❖ To solve problems and generate answers
- ❖ To select, use and put away relevant resources
- ❖ To develop organisational skills
- ❖ To respond to a task with the appropriate level of resilience
- ❖ To take pride in the presentation of work of any kind
- ❖ To respond well to established routines
- ❖ To work systematically when necessary
- ❖ To know personal learning targets and develop self-assessment strategies
- ❖ To be aware of the learning objectives
- ❖ To demonstrate their learning appropriately

Organisation for learning

Organising children within the class will ensure the most efficient and effective way to:

- ❖ Meet the lesson objective
- ❖ Meet the needs of all children

- ❖ Optimise the use of support staff to ensure balance of supported and independent working

To achieve these aspects teachers will use

Whole class teaching, which incorporates:

- ❖ Sharing learning objectives
- ❖ Explanation and exposition
- ❖ Direct teaching and skilled questioning
- ❖ Engendering enthusiasm and high expectations
- ❖ Focusing attention/ concentration

Group work, which incorporates :

- ❖ Collaborative work
- ❖ Working alongside others of the same ability allowing for differentiation and effective use of teacher time
- ❖ Working alongside others of differing ability, allowing for the development of strengths, tolerance and efficient use of teacher time
- ❖ Assessing children's attainment.

Individual work which incorporates, :

- ❖ Practice of skills
- ❖ Individual responses
- ❖ Reading
- ❖ Recording ideas
- ❖ Close observational work
- ❖ Working at own, appropriate pace
- ❖ Research

Assessment

Measuring the progress and effectiveness of the curriculum is crucial. Assessment in our school takes many forms but falls into two categories, formative and summative. Both are important to the progress of pupils. We regard the following as essentials of assessment:-

- ❖ A written policy guides all staff
- ❖ Assessment for Learning used as a framework
- ❖ Assessment is appropriate to the needs and age of the children
- ❖ There is a need for consistency
- ❖ There is a standard approach to National tests
- ❖ Assessment will inform future planning
- ❖ There should be allowance for flexibility
- ❖ Formative assessment should be frequent
- ❖ Support staff can make a positive contribution to formative assessment
- ❖ Marking is a vital element of assessment and will follow the policy
- ❖ Children will be taught to reflect upon their own work by the gradual introduction of self evaluation criteria linked to learning objectives
- ❖ All teachers need a working knowledge of age related expectations as set out in the National Curriculum 2014.
- ❖ Summative assessment data should be analysed for trends and to identify gaps in the curriculum by all teachers

Mixed Age Classes

- ❖ For the well-being of all pupils, the decision of how the mixed age children will be split will be made on a holistic approach with the child being central to the decision making and ultimately the professional judgement of the staff. The finalised class lists will be sent home early July at the latest.



- ❖ As always the decisions are made with the best interests of every pupil in our hearts and minds; that we remain fully committed to the personalised, targeted teaching and learning approach which enables mixed-age teaching to be a success; and that all decisions made within school are rooted in our core Christian values

Relationships

Teaching and learning will take place more successfully when parents, governors and the local community have a close relationship with the school. The management of behaviour is a crucial element in effective teaching and is based upon the development of good relationships and upon the consistent application of the agreed school code.

Good relationships will be promoted through

- ❖ Establishing a good relationship with each child
- ❖ Understanding the contribution that each child can make and engaging pupils in appropriate learning activities
- ❖ Listening to pupils responses and using them effectively
- ❖ Communicating interest and enthusiasm
- ❖ Fairness in the application of rules and rewards
- ❖ Giving children opportunities to relate purposefully to each other
- ❖ Good staff role models.
- ❖ Effective home-school links

Good behaviour will be promoted through;

- ❖ Consistent application of the agreed school behaviour code
- ❖ Positive interactions between all staff, pupils & parents
- ❖ Development of self-discipline
- ❖ Communication of clear expectations and boundaries
- ❖ An appropriate and challenging curriculum.

Monitoring and evaluation

This policy will form the basis for the internal monitoring and evaluation of the work of the school. It will be used as a point of reference by all staff who observe classroom practice, monitor teachers' planning, scrutinise children's work and give feedback to colleagues. It will also serve as a tool for teachers to evaluate their own practice.

It is the role of staff to monitor and evaluate this policy by questioning their own practice and support colleagues where necessary. Each teacher also has a role as a co-ordinator. A curriculum subject co-ordinator will monitor and evaluate the delivery of the subject across the school by:-

- ❖ Checking planning
- ❖ Sampling pupils' work
- ❖ Visiting and observing lessons
- ❖ Having their own teaching observed
- ❖ Submitting reports to the Headteacher on the monitoring process.
- ❖ Discussion with pupils
- ❖ Checking curriculum coverage is appropriate

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| Signed on behalf of the governors | Mrs V. Stanyer |
| Date | January 2019 |
| Review date | January 2022 |

Flourishing together

