

Learning and Teaching Policy

Our multicultural school values and promotes a happy, safe and caring environment that is committed to helping all children experience success, whatever their background or abilities, and to ensure they achieve the highest standards in all they set out to do. The health, safety and well being of every child is our paramount concern.

Rationale

This policy outlines the features and guiding principles, which we believe, are characteristic of high quality learning and teaching. They form the basis for monitoring and evaluating pupil progress and achievement and are a means to identify areas in which we seek further improvement.

AIMS

We believe that children are entitled to a high quality learning and teaching environment that is planned to meet their needs and abilities, supports their emotional well being and promotes the development of social and emotional skills. It is built upon the understanding of past experiences, concepts, skills and knowledge and a vision for future development and progression. As an Academy, we take into account the holistic view of a pupil's learning. We expect that pupils will develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills.

1. The Quality of Learning

We believe that children learn best when they:

- Use their individual learning style;
- Opportunities are provided for children to use their individual learning styles during lessons. We recognise that everybody learns in a different way, whether it be kinaesthetic, visually, or auditory. Activities are planned to accommodate these needs.
- Are actively involved in and understand the task undertaken;
- Active involvement demands children to be well motivated, confident, organised and have an ability to be able to concentrate and persevere with their work. It draws on principles of Quality first teaching which demands 100% participation from the pupils.
- We work in partnership with our staff to ensure tasks are explained clearly to all children, paying particular attention to children whose first language is not English, so that they know what to do, and (where appropriate they) are aware of the purpose of the activity. In completing the task, they demonstrate application and enjoyment and show pride in their finished work.
- Can work independently and solve problems;
- We encourage children to work well individually, co-operatively and collaboratively

- Children are expected to be able to work well together and support each other.
- We encourage children to apply their knowledge through a practical and oral response as well as the written word.
- Can reflect on and evaluate their work;
- Opportunities are provided for children to consider the quality of their work, their targets for future progress and to be realistic about their own progress and abilities.
- Children are encouraged to review and evaluate their learning and progress. We recognise their achievements and help them to feel proud of their progress.
- Develop the capacity to communicate with others;
- Children are encouraged to develop these abilities through being able to listen, question and suggest ideas, by demonstrating initiative and taking responsibility, to develop the ability to work alone without close supervision and to develop the skills of leadership.
- Sustain concentration and respond to challenges;
- We encourage children to persevere when tasks are difficult, sustain work to completion and to learn from mistakes.
- Form positive relationships with the teacher, other adults and their peers;
- We encourage children to respect the views of others and celebrate and respect the achievements of peers. They are expected to be courteous and trustworthy. They are encouraged to know right from wrong, to take responsibility for their own actions and to reflect upon their own behaviour and how this can influence learning.
- Use resources effectively.
- We set out to provide a good range and quality of resources to support children's learning and we encourage them to be able to select the appropriate resources for the task in hand, make good use of them and to respect their value. As an Eco-School we encourage children to use resources carefully and consider how we can reuse and recycle materials. We also provide children with the opportunity to participate in first hand experiences and extend learning opportunities beyond the classroom.

At a particular stage of development learning is enhanced when children:

- Develop the capacity to express themselves in written form and to retain knowledge;
- We believe this demands the ability to select knowledge appropriately, to do so quickly without reference to possible sources of information and to develop the capacity to memorise and organise important material.
- Develop appropriate attitudes to ensure full potential is achieved.

We encourage children to enjoy the challenge in facing and overcoming difficulties and to recognise that overcoming obstacles is an important part of the learning process.

2. The Quality of Teaching

“Some of our best lessons connect with the spirit of learning and teaching to release tremendous power and subsequently real learning” -Curriculum and Research group.

We believe that teaching is of high quality where the teacher:

- Has a secure knowledge and understanding of the subjects or areas they teach; This is clearly evident in the competence an individual teacher demonstrates in the teaching content and of the syllabus in planning and implementing the objectives of any given lesson. We believe that the use of good questioning and exposition skills and an ability to draw on a range of contexts and resources to help pupils to understand enhances the quality of teaching. We set out to provide demanding work for the more able pupils and ensure our marking and responses to pupil's work are perceptive and informative in helping pupils to improve.
- Work in partnership with staff within their year group; A secure partnership between teachers and teaching assistants is fostered throughout the school where there is a mutual respect for each other's experience and knowledge.
- Sets high expectations in order to challenge pupils and deepen their knowledge and understanding;
- Evidence can be found in the level of challenge in the content, activities and resources provided for pupils of different attainment. It is important for demanding work to be matched to children's ability and that it is appropriate to their stage of learning. This is best achieved when teachers value what children can do and have a good knowledge and understanding of how children develop and learn. We believe good teaching is achieved when it involves a dynamic and exciting approach and promotes challenge-orientated attitudes. It makes clear the importance of application, accuracy, and good presentation, and the need to use critical thinking, creativity and imagination. Work of a particular high quality is used as an example to promote high standards.
- Plans the pupils work effectively;
- Good quality planning is characterised by defining clear objectives for what pupils are to learn, and how these objectives will be achieved. Planning relates to the Foundation Stage Curriculum and the International Primary Curriculum. It also relates to the requirements of the agreed syllabus for RE. It takes into account the differing needs of pupils; the most appropriate grouping of pupils (whole class, group or individual) to enable all pupils to make progress and aspects of progression and continuity in learning.

- Employs a range of methods and organisational strategies which match curricular objectives and the needs of all pupils;
- We consider effectiveness is achieved when methods and strategies are selected with regard to the identified curricular objectives, what pupils know, understand and can do and what they need to learn next. Teachers therefore pay particular attention to whether:
 - The environment provides opportunities for learning to be supported and extended through planned and spontaneous play
 - Exposition or explanation by the teacher is informative, lively and well structured, where learning intentions are shared with the children
 - The teacher's use of questions probes pupils' knowledge and understanding and challenges their thinking
 - The teacher's skills in observation enhance the effectiveness of the assessment process
- Practical activity is purposeful in that pupils are encouraged to think about what they are doing, what they have learned and how to improve their work
- Investigations and problem solving activities are efficient in helping pupils apply and extend their thinking in new contexts
- Children should work alone, in pairs, small groups or as a whole class in order to achieve best outcomes
- The form of organisation allows the teacher to interact with the pupils positively and economically
- Their teaching accommodates the full range of learning styles, where a repertoire of teaching strategies and techniques are drawn upon to closely match the specified learning objective and the individual needs of the learners
- Makes effective use of Teaching Assistants;
- We believe it is important to use the knowledge that our Teaching Assistants (TA's) bring to the classroom and use their skills to support teaching in the classroom.
- Has effective management of pupils and good discipline;
- We believe that mutual respect between adults and children is the basis of good working relationships. Staff takes time to listen to children and children are expected to respond to all adults with respect. Equally, children are expected to treat each other with respect. Good working relationships depend on trust, fairness, humour and in showing interest in individuals. We recognise that the structure, pace and use of resources play a critical role in ensuring the effective management of pupils and overall good discipline.
- Uses time and resources effectively;
- We believe it is important to reflect on how the structure and pace of work help sustained learning to take place. Consideration to whether pupils are clear about what they are doing, why they are doing it, how long they have to do it, and how they can tell if they have done it well, have a direct influence on the quality and outcomes of a lesson.

- Assesses pupils' work thoroughly and constructively, and uses assessments to inform teaching;
- We believe the effectiveness of formative assessment relies on how well teachers plan the assessment in line with the whole school programme for assessment, listen and respond to pupils, encourage and where appropriate praise them, recognise and handle misconceptions, build on their responses and steer them towards new learning or clearer understanding.
- Uses homework effectively to reinforce and /or extend what is learned in the Academy;
- We believe that homework can help to reinforce and underpin a child's learning. It can offer opportunities for children to actively learn outside set lesson time and to follow and to share these interests and skills in the Academy with their peer group. We encourage and provide opportunities for independent further study using a range of available sources.
- Uses self-evaluation as a tool for improvement.
- We believe that children can develop their value of learning when opportunities are provided for regular self-evaluation and monitoring. This also informs teachers so that they can focus on areas for development.

3. The Learning Environment

We believe that the classroom and school environment contributes most effectively to the quality of children's learning when:

- • Resources are appropriate, sufficient and accessible;
- A good range and quality of resources is available which the children are encouraged to use and respect.
- • Furniture is arranged well;
- The arrangement of the classroom and resource areas should facilitate movement and be flexible enough to be adapted to the needs of the activity.
- • Displays enrich the classroom and corridor areas;
- Interesting displays which are attractive, informative, interactive, and value the children's work are displayed.
- • The classroom is rich in print and number;
- Labels, wordbooks, information, books, number lines etc enrich and support the children's work, particularly in English and mathematics. They should be presented in a clear, legible manner, which reflects quality
- Working materials are of good quality and reflect care in maintenance; The books, workbooks, and equipment/materials, which the children use are kept to a high standard.

- There are appropriate areas for various activities;
For example, art, maths, science, book corners, play activities, role play areas, writing area
- The classroom is an organised working area;
Where children have the opportunity to access resources easily, work collaboratively and are aware of daily routines and expectations.
- The classroom environment is sensitive to the needs of the wider community;
By valuing the culture of all the children in the Academy and being mindful and respectful of information from the wider community, we recognize that we are not the only educators of the children.

4. Culture

We believe that children are entitled to the best climate for learning and teaching and that shared values support their development so that overall, this will promote the well being of the pupil.

- Ensuring children feel valued and respected;
Through various opportunities; school council, star award scheme, smile system and celebration of work, children are encouraged to feel appreciated and highly valued; an important aspect of our work on developing children's social and emotional well being. We also believe in the continued sharing and learning of the cultures represented in our Academy, encouraging all children to be respectful of others; their views and beliefs.
- Developing a creative climate;
By providing children with opportunities to develop artistic skills, through visiting musicians, specialist art teachers, sports events we encourage creativity through cross-curricular links.
- Providing equal opportunities for all;
By ensuring we are inclusive and providing each child's entitlement to the curriculum.
- Staff modelling the behaviour and values they wish to encourage in the children;
- Good working relationships are observed between all staff in the Academy, where positive visions and expectations are modelled to the children.
- Making pupils feel confident enough to learn from their mistakes;
- Providing children with opportunities that allow for fresh starts and believing that children can change and develop without fear of failure.
- Staff having high expectations of children and demonstrating this through their teaching.

5. Learning to Learn

Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupil's learning. Inside the Black Box - Professor Paul Black.

Assessment for learning;

- Understanding difference between tasks, learning intentions and success criteria;
- Supporting children to understand the learning intentions;
- Using plenary to evaluate against success criteria;
- Giving feedback to children which will enable them to improve;
- Involving children in peer and self evaluation;
- Using questioning to challenge children's thinking;
- Using evaluation questions to enable judgments to be made;
- Involving children in marking; and
- Using strategies for self-evaluation.
- Learning styles
- Teaching children about the human brain - how it learns; and
- Making children aware of different learning styles.
- Thinking skills

Children will be encouraged to:

- Collect, sort and analyse information;
- Draw conclusions;
- Brainstorm new ideas;
- Problem solve;
- Determine cause and effect;
- Evaluate options;
- Plan and set goals;
- Monitor progress;
- Make decisions; and
- Reflect on own progress.

6. Safeguarding Children

The Academy's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures.

The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports the Safeguarding Policy.

7. Policies which directly relate to this policy:

1. Inclusion: SEN, EAL GT
2. Curriculum
3. Assessment for Learning
4. Assessment
5. Marking
6. Equal Opportunities
7. Safeguarding Children

This policy was ratified by TEFAT on:



This policy will be reviewed by:

Lead Manager:

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