



## TEACHING AND LEARNING POLICY

The Teaching and Learning Policy reflects our **vision and values** which are:

### **“Learn to think, think to learn”**

Honesty  
Self worth  
Resilience  
Responsibility  
Respect

### **Rationale**

We believe that learning should be a lifelong process and a rewarding and enjoyable experience. The Teaching and Learning Policy should constantly inform and challenge teaching and learning, ensuring that expectations for all pupils are consistently high. By viewing it as an inherent part of our staff development, our aim is that good and outstanding practice will be continually improved and embedded.

### **Aims of the policy**

To improve the quality of children’s learning and develop effective teaching by:

- Making explicit the school’s belief in a quality education for all children
- Ensuring consistency throughout the whole school
- Translating rationale and principles into practice
- Providing criteria for planning, monitoring and evaluating the teaching and learning
- Informing all those who are involved in the development of the children
- Sharing good practice across the school to develop outstanding practitioners

### **Key Principles**

Our key principles are in two sections. Our generic principles are ones which teachers should endeavour to address at all times and reflect our core values. From the generic list we will identify some specific areas for further development and consolidation. These areas will be updated and reviewed annually.

As a staff, we identified the following as the key generic principles of effective and quality learning.

Children learn best when:

- They are in a positive learning environment which is stimulating and builds self-esteem
- The curriculum is delivered in a way which is varied so that learning is fun and engaging for all
- Activities are varied to suit different learning styles
- They are taught strategies and skills in thinking and learning

- They are taught the skills of independence, collaboration and personal and collective responsibility
- A culture of challenge enables children of all abilities to succeed
- Learning is well planned to be meaningful, purposeful, challenging and matched to individual needs
- Both children and teaching staff have high expectations of social and academic standards
- They are given high quality feedback about their learning along with clear steps they can take to improve
- They revisit and reinforce knowledge and skills and make connections to ensure depth of understanding
- Teachers and teaching assistants are actively engaged with children throughout the lesson and that all children have fair access to adult time
- Success criteria (Remember To – RT) are shared in lessons so children know how to achieve an objective and when they have achieved it

Specifically for 2020/21 we will be focusing on:

- Continuous evaluation of the impact of Covid-19 on pupils and addressing needs as necessary. This will involve use of the governments' targeted funding.
- In mathematics to raise the profile of problem solving and reasoning across the school through the use of suitable strategies such as bar models and diagrams. Continue to develop outstanding teaching and learning within the school through self-evaluation, response to monitoring, coaching and effective CPD. Develop the skills of teachers across the school through use of the mastery support CPD programme.
- Implement the adapted guided reading teaching model to support peer learning and give more time to explore the knowledge and understanding of specific reading skills.
- Develop teaching and learning across school through explicit implementation of CPD/ strategies
- Improving the progress of disadvantaged pupils through developing the quality and impact of target setting, conferencing and support (Ofsted target.)
- Develop the quality of the curriculum through developing self-review strategies and enhancing year group collaboration. This will be a focus on Inset days
- Develop the use of restorative practice including the training of pupils.
- Evaluate the quality of our teaching and learning in Science and identify and develop areas of need through the EEF funded PSQM programme.

See also SIP main targets

Evidence of this happening will be through:

- Performance Management
- Lesson Observations/learning walks
- Work scrutiny
- Staff meetings/Inset
- Pupil interviews
- Data analysis

### **Role of Governors**

Governors support, monitor and review the school policies on teaching and learning.

Governors will monitor the implementation of this policy through:

- Headteacher reports of progress against the School Improvement Plan and quality of teaching and learning
- Subject leader reports to governors (Literacy, Inclusion, Pupil Premium and Maths annually plus PSHE and Science)
- Visit reports from the LA, Peer reviews and Ofsted
- Informal visits

- In particular, in 2020-21, the governing body will be focusing on restorative practice and curriculum development (Role of subject leaders)

### **Role of Parents**

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- Holding regular consultation evenings in which the progress made by each child and his /her next steps in learning are explained and discussed
- Sending an annual report to parents explaining the progress made by their child and indicating areas for improvement
- Explaining to parents how they can support their children with homework
- Holding parent workshops to explain the work covered and the strategies and methods taught to the children
- Providing information to parents at the start of each term via the website in which the learning areas and topics that the children will be covering that term
- Keeping parents informed of a pupil's progress on a more regular basis if appropriate

### **Role of Subject Leaders**

Subject Leaders are utilised to ensure high levels of monitoring and impact upon teaching and learning in all areas of the curriculum.

This is achieved through:

- Regular monitoring of progress and attainment and action plans to address of need
- The support of colleagues in the development of practice and subject knowledge to maximize progress and attainment
- Responsible acquisition and effective use of resources
- Dissemination of current developments within their particular subject area

### **Inclusion**

Provision will be made to include all pupils with specific needs. The Inclusion Manager works with all teaching and support staff and is involved in all aspects of teaching and learning to ensure that all children are able to access the curriculum and experience progress and success. All staff hold high expectations for all children.

### **More Able Children**

We have high expectations for all children including the most able where we will adapt learning to ensure that they are challenged within the subject areas they are most accomplished.

D Jones

*Updated October 2020*

### **Reviewing the policy**

The amended policy was approved and ratified by the Curriculum Committee who are delegated to review and approve this policy on 7<sup>th</sup> October 2020

The Policy will be taken to the Governing Body on 21<sup>st</sup> October 2020

This policy will be reviewed annually. Next Review of Policy: Autumn 1 meeting 2021

**Appendix:**

Subject Leader reports

Year	Standard reports	Rotated reports
2016	English, Maths & SEN	Music, PSHE & DT
2017	English, Maths & SEN	History, RE & Science
2018	English, Maths, SEN & Disadvantaged	DT, Art & PE
2019	English, Maths, SEN & Disadvantaged	PSHE (New SRE policy & restorative) Science (EEF) ** NB due to Covid 19 these did not happen
2020	English, Maths, SEN & Disadvantaged	PSHE to include SRE policy & restorative work. Science.
2021		<i>Geography, Music, School grounds for 2021 tbc</i>