



TEACHING AND LEARNING POLICY

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

**“Learn to think, think to learn”
Ready, Respectful, Safe**

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
- Incorporating digital technology into everyday learning

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 through growth mindset principles
- 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
- Within lessons the expected learning, and how to achieve this, is shared with pupils

Specifically for 2022/23 we will be focusing on:

- Addressing individual needs through the use of the governments' targeted funding.
- Improve the progress of disadvantaged pupils so that it matches the progress of others nationally through improving the quality of teaching and learning.
- Develop pedagogical subject knowledge of teaching staff through a combination of self-evaluation, research, peer reviews and CPD
- Develop curriculum intent to ensure that key knowledge is identified (topic organisers) and ensure that curriculum implementation allows pupils to access and retrieve this essential knowledge
- Develop the quality of the curriculum through developing self-review strategies for subject leaders
- Evaluate the quality of our teaching and learning in French, Art, Science and RE
- Develop the pedagogy of reading through the continued implementation of the "Destination Reader" model
- Ensure staff are fully trained to deliver the new phonics programme effectively and monitor the impact
- Develop a whole school consistent approach to positive attitudes and well-being through a clear taught curriculum
- Reviewing expectations of feedback in order to evaluate efficacy in relation to teacher workload

See also SIP main targets

Evidence of this happening will be through:

- Performance Management
- Lesson Observations/learning walks/deep dives/ Peer reviews
- 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
- Subject leader reports to governors (Literacy, Inclusion, Pupil Premium, Maths annually and science biennially)
- Visit reports from the LA, Peer reviews and Ofsted
- Informal visits
- In particular, in 2022-23, the governing body will be focusing on RE, History and Computing

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
- Providing information to parents at the start of each year 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 areas of need
- The support of colleagues in the development of practice and subject knowledge to maximise 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 and S Salmond

Updated October 2021

Reviewing the policy

The amended policy was approved and ratified by the Curriculum Committee who are delegated to review and approve this policy on 21st September 2022

The Policy will be taken to the Governing Body on 12th October 2022

This policy will be reviewed annually. Next Review of Policy: Autumn 1 meeting 2023

Appendix:

Subject Leader reports

Year	Standard reports	Rotated reports
16/17	English, Maths & SEN	Music, PSHE & DT
17/18	English, Maths & SEN	History, RE & Science
18/19	English, Maths, SEN & Pupil Premium	DT, Art & PE
19/20	English, Maths, SEN & Pupil Premium	PSHE (New SRE policy & restorative) Science (EEF) ** NB due to Covid 19 these did not happen
20/21	English, Maths, SEN & Pupil Premium	PSHE to include SRE policy.
21/22	English, Maths, SEN & Pupil Premium (inc Covid funding)	Science and Geography
22/23	English, Maths, SEN & Pupil Premium	<i>RE, computing and history</i>