

Teaching and Learning Policy

Altham St James CE Primary School

At Altham St James' Church of England Primary School, we believe that the opportunity to learn is a gift from God, and a lifelong process that should be a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners and to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

Purpose & Aims

This policy outlines the approach to Teaching and Learning in our school, and aims to develop a consistent approach to ensure high standards. Through our teaching, we aim to:

- enable children to become independent and confident learners;
- help children to develop positive relationships with others and work collaboratively in a variety of situations;
- show respect for all races & cultures and, in so doing, to promote positive attitudes towards other people

We believe that people learn best in different ways. We provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. Through our teaching, we aim to:

- enable children to become confident, resourceful, enquiring and independent learners
- foster children's self-esteem and help them build positive relationships with their peers and other adults
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- show respect for all races & cultures and, in so doing, to promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of this community
- help children grow into reliable, independent and positive citizens
- encourage children to take pride in their work and the work of others
- help children achieve their full potential in terms of academic progress, aesthetic appreciation and spiritual awareness

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. When planning, we consider these learning styles, to ensure that we offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work, which is child directed
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT resources, including visual images, film, interactive teaching resources...
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- watching, listening and responding to a range of sounds, images and film
- debates, discussions, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity
- setting challenges for themselves

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and how to overcome challenges in their learning.

Effective Teaching

When teaching, we focus on motivating the children to develop and apply their skills, knowledge and understanding across the curriculum so they can reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and details what is to be taught to each year group.

Policy documents and schemes of work are developed by the whole staff, in consultation with governors and are reviewed regularly. Curriculum staff meetings are used to discuss aspects of teaching & learning and to ensure consistency in approach and standards.

We plan our lessons with clear learning objectives identified from the National Curriculum or the Primary Framework for Literacy and Numeracy.

Our Long and Medium Term Plans identify learning objectives, outcomes and progress towards these. In response of Government circulars (including DfE Need to Know 06/09/11) teachers are not required to have written full lesson plans for every lesson. However, when required, written full written lesson plans will show that a teacher's planning includes (and when plans are not written considers) information about the activities/tasks set, the resources needed, the groupings of children and, when appropriate, how we will be we

assessing the children's work. We evaluate lessons, identifying pupil's next steps, so that we can modify and improve our teaching in subsequent lessons.

Learning should be structured to ensure that pupils make progress during lessons and to enable them to become increasingly independent, with the ability to work with increasing and sustained concentration. To ensure lessons are well paced and progress is evident, lessons will include elements of assessment for learning:

o Learning Objectives

Teachers will display and discuss the Learning Objective with children for each lesson, and will refer to it regularly. The Learning Objective may be skill or knowledge focused, and will be concise and in child friendly vocabulary.

o Success Criteria

The Success Criteria for a piece of work (outcome) will be shared with children. More importantly, the process of 'how' to achieve the LO or outcome will be shared with children. When possible, the children will be involved in generating these Process success criteria, which will also be displayed during the lesson.

o Questioning

Different types of questions will be asked during lessons including closed/open questions and lower & higher order questioning to develop thinking skills (e.g. Bloom's Taxonomy). These will be differentiated for children and will enable teachers to assess prior understanding, and progress during the lesson. Opportunities will also be planned for children to ask their own questions.

o Differentiation

Teachers will plan questions and tasks appropriate to the prior attainment and understanding of children in the class. Differentiation may occur through support offered by an adult, resources provided by the teacher, by the task set or by the expected outcome for different children.

o Feedback & Marking

Regular feedback will be given to children, verbally or written. Comments will refer to the Learning Objective and the Success Criteria discussed with the children and may be in the form of an example, a reminder of the learning or a scaffolded prompt. (cf Feedback & Marking Policy).

o Self & Peer Assessment

When appropriate, opportunities will be given during lessons for children to review their learning and understanding against the Learning Objective and Success Criteria. Older children may be asked to support each other in doing this.

o Plenary

Time will be planned at the end of the lesson to review children's learning and progress against the Learning Objective. Children's success may be celebrated common misconceptions and errors addressed, and the children's learning may be applied to a different form of problem or applied in a different situation.

o Targets

At the present time, targets are set for the children in maths and English each half term. Children will know their targets and teaching may refer to these during lessons. Targets are also shared with parents.

o Pupil Involvement

During lessons, opportunities will be given for children to be involved in the learning. Children will be encouraged to discuss questions in pairs and groups (learning partners); edit and improve examples and give answers to questions.

We base our teaching on our knowledge of the children's level of attainment and their prior knowledge and understanding. Our primary focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with Special Educational Needs we give due regard to advice from external agencies with expertise in particular needs, and to information and targets contained in the children's Individual Education Plans (I.E.P.s). We strive to meet the needs of all our children, to ensure that we meet all statutory requirements related to matters of education. We have high expectations of all children, and we encourage all pupils to produce work of the highest possible standard.

We ensure that all tasks and activities children do are safe. When we plan to take children out of school, we inform parents and obtain their permission, following LA guidelines/policy regarding educational visits, and ensuring the transportation and venue are visited prior to the visit and risk assessments are completed.

Relationships

Our teachers make a special effort to establish good working relationships with all children in the class, modelling learning and expected behaviour for the children. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities, valuing every child's contribution. All our teachers follow the school policy with regard to discipline and classroom management. In addition, class rules are agreed with children. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

Learning Environment

We firmly believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources. Classrooms should be bright and tidy, and should be language and number rich. Displays might be used to:

- Celebrate success - achievement, Star/Learner of the Day/Week
- Support class organisation – visual timetables, clearly labelled resources
- Promote Independence by providing prompts – questions, support for when children are stuck
- Support learning – working walls, presentation examples, interactive & challenging

We change displays regularly, to ensure that the classroom reflects the topics studied by the children. Both classrooms are equipped with a collection of basic resources for most areas

of the curriculum. These resources are the responsibility of the class teacher. Children are made aware of where resources are kept and the rules for their access and use. Children are encouraged to act independently when choosing, collecting and returning resources. There is also a bank of Central resources (for example Science and humanities resources stored in the loft) and stationery items and general resources are stored centrally.

Teaching Assistants

We deploy Teaching Assistants and other adult helpers throughout school to support learning as effectively as possible. Some staff support individual children or small groups, either inside or outside the classroom depending upon the nature of the support. They may be involved in:

- supporting assessments of children's understanding
- supporting group work
- developing children's independence
- observing children's responses and informing the teacher
- preparing resources
- raising standards of achievement

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as ICT expertise.

The Role of Curriculum Co-ordinators

Curriculum co-ordination in a small school with very few teaching staff is an onerous responsibility. Therefore only the Core subjects have co-ordinators. Other subjects are either taught to both classes by the same teacher, eliminating the need for a co-ordinator, or co-ordination is done collaboratively. This includes policy development and the production of schemes of work, raising awareness of curriculum developments, monitoring progress in curriculum areas and the purchase and organisation of specific resources.

Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding regular consultation evenings in which we explain the progress made by each child and indicate how the child can improve further;
- 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 or one to one consultations with parents, if necessary, to explain the work covered and the strategies and methods taught to the children.

- sending information to parents at the start of each term in which we outline the topics that the children will be covering that term;
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to support their child's learning through the following:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and P.E. kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- encourage their child to complete homework on time;
- fulfil the requirements set out in the home/school agreement.

Role of Governors

We aim to have the governors support, monitor and review the school policies on teaching and learning. In particular, we aim that they will:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring & Evaluation

This Policy will be used to monitor teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

See Appendix for monitoring guidelines.

Review

This policy was revised by staff in Spring 2015 and will be reviewed in the school year 201

Written by P Williams (after staff consultation), Autumn Term 2011

Approved by Full Governing Body October 19 2011

Revised Spring 2015