



Teaching and Learning Policy

Aims:

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To provide a broad and balanced curriculum which provides opportunity for; all pupils to acquire content through variation and differentiation.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
- To promote positive attitudes, good behaviour and moral understanding. To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others

Rationale

The quality of teaching is the key to raising educational standards. It is our core intervention strategy for school improvement.

Effective learning involves processes of making connections about what has been learned in different contexts, reflecting on what has been learned then applying that learning to new situations.

Research shows:

- Learning 'That reflective activity which enables the learner to draw upon previous experience to understand and evaluate the present so as to shape future action and formulate new knowledge.' (J. Abbot)
- 'For real learning to take place the learner must interact with the material to understand its meaning. Children who are drilled without seeing meaning don't make links and can't apply their learning.' (Caroline Gripps)
- 'All learners need a clear idea of where their learning is going; they need feedback and constructive guidance.' (Caroline Gripps)

Learning Principles

Children learn best when:

- There is mutual respect between themselves, adults in the school and parents
- Differences between all members of the school community are recognised and celebrated regardless of age, ability, sex, race, religion or belief, gender identity or sexual orientation.
- Staff and parents have highest possible expectations of them and value their work
- They have high self-esteem
- They understand it is acceptable to seek help because mistakes are part of learning
- They can reflect on and evaluate their own and their peers' work by using constructive advice
- They share responsibility for setting targets, planning and organising aspects of their work
- They understand the purpose of the task and what the finished outcome will be
- They are given challenging activities and opportunities to enquire and discover for themselves

- As learners, they move from their Early Years carefully planned experience of mainly exploration and discovery, to a clearly defined National Curriculum at Key Stage 1 and 2. This increases the need for a whole class teaching approach for the greater part of the day towards the end of Key Stage 1 and into Key Stage 2 – although this still needs to be creative, innovative, engaging and inspiring
- The vast majority of children can and should be taught together as a class for a good percentage of the teaching day.
- They have a wide variety of quality learning experiences which recognise the different styles (e.g. visual, auditory, kinaesthetic) and pace by which children learn
- They are taught the skills to work collaboratively and independently
- That children aspire to be lifelong learners and regard learning as a vehicle to personal enrichment.
- They are provided with rich and varied opportunities to enhance their learning through new technologies

The Classroom

Teachers will:

- Work with children to establish a stimulating, welcoming and well organised environment which encourages collaborative and independent learning and promotes children's natural curiosity
- Create displays which demonstrate the range of children's achievements throughout the curriculum and reflect positively the diversity of children's experiences and background
- Provide a range of resources which are accessible, clearly labelled and used imaginatively (see Classroom Organisation Policy and Learning Environment Aide Memoire)
- Train pupils to choose, collect and return resources used to support their learning, and to tidy up at the end of sessions
- Establish routines that will maximise learning time
- Provide a range of learning experiences catering for varied learning styles

Planning & Delivery

Teachers will:

- Plan according to the Mayflower Federation Curriculum Framework and policies that have been agreed with reference to the National Curriculum. Please refer to Federation Planning Aide Memoire.
- Deliver a body of knowledge – curriculum. The teacher will have at least good, and preferably outstanding knowledge of the subject being taught and access the expertise of colleagues
- Take account of children's different learning styles and abilities and ensure the curriculum is accessible to all through a differentiated approach throughout all learning opportunities
- Ensure that planning and delivery in all areas of the curriculum build towards advancing equality, eliminating discrimination and fostering good relations between all members of the school community.
- Provide a range of opportunities for pupil response and presentation of ideas e.g. whiteboards, talk partners, number fans, movement, rehearsal of answer.
- Through short, medium and long term planning ensure that there is an appropriate structure and progression to learning opportunities

- Plan to include clearly defined learning objectives and expectations to inform children of the learning focus. Learning objectives must be shared with pupils both orally and visually for reinforcement
- Use assessment to inform such plans and the achievement of individual pupils to set new targets for future learning where appropriate
- Plan for effective plenary sessions that consolidate new learning and identify future learning needs.
- Summarise, review and evaluate lessons for effectiveness
- Provide relevant resources and a range of media including new technologies to make instruction more effective. Activities will be challenging but structured so that children can achieve
- Plan and model approaches to learning, such as hypothesising, discussing, reviewing, previewing, predicting, interpreting, and evaluating.
- Plan and use questioning techniques (skilfully framed, open and closed) to challenge and extend children's thinking
- Respond and mark pupils' work in ways which seek to extend their learning (see Marking Policy)

Maximising Learning Time

Teachers will:

- Make the daily routines explicit to the children. This includes high quality early work provision from Years R-6. They ensure that the children work to the best of their ability and use their time effectively.
- Giving pupils explicit time targets can aid pace and provide clear expectations.
- Actively encourage pupils to respect and understand the value of learning time
- To sensitively balance the need for pace with the quality of learning experience.
- Ensure lessons are well paced and pupils are expected to complete work set within an appropriate time framework. However, it is accepted that children will, on occasions, need to be given opportunities to extend or complete work (in depth study/investigation)
- Devote as little time as possible to routine management (e.g. registers) so that maximum time is given to teaching and learning.
- Ensure that they and their classes arrive and leave places at the appropriate time

Related Documents

- Overview of Staff Training and CPD
- Appraisal Policy
- Assessment Framework Policy
- Homework Policy
- Progression in Calculations
- Learning Environment Aide Memoire
- Inclusion Policy
- Marking Policy
- Mayflower Federation Curriculum Framework
- Reading Policy