



LEARNING AND TEACHING POLICY

Current Policy Approval Date:	Autumn 2016
Review Date:	Autumn 2018

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Rationale

We aim to put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes so that children becoming reflective, resourceful and resilient.

We recognise the importance of making learning irresistible, meaningful and memorable. For this reason we teach through a themed, experienced based approach to enable children to make connections and link ideas and areas of learning making the best use of the environment including the outdoors.

Our Learning and Teaching policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attainment.

Our Learning and Teaching policy is at the heart of all we are doing at Churchfields, the Village School. It sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunity for all our pupils.

We are committed to raising standards of Basic Skills. By Basic Skills, we mean the ability to read, write and speak in Standard English and to use mathematics and computing at a level necessary to function and progress at work and in society in general.

Purpose

We believe that people learn best in different ways. At our school 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:

- meet the needs of all learning styles e.g. visual, auditory and kinesthetic styles;
- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all 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 for the 21st century.

Our understanding

We acknowledge that people learn in many different ways, and when planning our lessons, we take into account these different forms of learning styles.

Effective learning results in

- Knowing you have succeeded
- Feeling you can do more
- Explaining what you have learned
- Applying it to other situations
- Teaching it to someone else
- Feeling good about yourself

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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 what makes it difficult for them to learn.

Effective learning requires effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

For **effective teaching** to take place there are a number of 'ingredients' that we feel are needed:

- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan
- A clear learning objective shared with the children both visually and auditory
- A clear link to previous and future learning
- A clear outcome to be achieved at the end of the lesson
- A review of the learning at the end of the lesson
- Appropriate challenge for all children
- Teacher modelling through effective use of 'teacher talk' time
- Be appropriately and readily resourced
- Quality, higher order questioning
- Quality Interaction between teacher and pupil and between pupils
- Pace
- Enthusiasm
- Fun, memorable and irresistible delivery, content and outcome
- Involvement of all the children
- Excellent behaviour management
- Opportunities for independent learning
- Appropriate use of differentiated success criteria
- Elements of visual, auditory and kinaesthetic learning where possible
- Follow up feedback through effective, interactive marking

Our responsibilities

We will ensure that our curriculum is irresistible, memorable and relevant. Through our planning, delivery, creative use of resources and personnel, professional development and training, we will aim to make teaching and learning at Churchfields outstanding.

Our approach to effective teaching and learning

- Our teaching is based on our knowledge of children's level of attainment and we have high expectations of all children. We take into account ability and any additional educational needs.
- We set targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child termly and set revised targets. Children have targets that are displayed on the classroom walls for reference by the classteacher.
- Lessons are planned with clear learning objectives and we evaluate all lessons so that we constantly look for opportunities to improve our teaching.
- Our teachers and support staff make a special effort to establish very good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our staff follow the school policy with regard to discipline and classroom management. We praise children for their efforts and help to build positive attitudes towards school and learning in general. We insist on good behaviour at all times. When

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children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy. We aim to teach in an atmosphere of trust and respect for all.

- We ensure that all tasks and activities that the children do are safe and risk assessed.
- We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.
- All our staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice. Regular monitoring provides feedback and next steps to help us make teaching and learning even better.
- Staff have responsibility for key areas of learning and support other staff to develop their skills in these areas.
- We teach daily phonics in Reception and Key Stage One.
- Children sometimes work in small intervention groups outside the classroom with an adult to boost their learning.
- We share the learning with parents through our regular newsletters and update the school website with photographs and news about school activity and learning.
- Pupil Voice in our school is very strong and we have a very active School Council who are regularly consulted on school choices and decisions.
- 'Wow!' days support the delivery of the International Primary Curriculum (IPC) through inspiring children at the beginning of a new topic.

Our Learning Environment

We 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. Our classrooms are attractive learning environments. Each classroom has well-ordered clearly labelled resources. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy. Books corners are stocked with books from the school library and these are changed regularly. We make the most of the outdoor environment to enhance learning opportunities for our pupils. We also have an outdoor learning leader who ensures staff are adequately trained to make the most of this important resource.

We aim for our learning environment to:

- be welcoming
- be challenging and stimulating
- be peaceful and calm
- be happy and organised;
- be well resourced and clearly labelled
- makes learning accessible
- be encouraging and appreciative
- provide for equal opportunities
- provide for a working atmosphere
- support the development of independent learners.

Our learning environments are organised to provide children with the opportunity to learn in different ways. These include:

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- investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole-class work
- asking and answering questions
- use of ICT
- fieldwork and visits to places of educational interest
- creative activities
- watching television and responding to musical or tape-recorded material
- debates, role-plays and oral presentations
- designing and making things
- Participation in athletic or physical activity.

Achievement

We take every opportunity to celebrate achievement through

- verbal or written praise by teachers, peers, Head teacher and parents
- displays of work
- opportunities to perform or share
- positive comments to parents, notes, phone calls
- Certificates and rewards, including in Gem Learner assembly most weeks, to which parents are invited

The Role of Parents and Carers

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

- sending home a half termly topic planner at the start of each topic so that children and parents can tell us what they already know and what they would like to find out and how
- holding parent evenings to share their child's targets with parents and to explain our strategies for teaching key areas of the curriculum
- end of year reports
- explaining to parents how they can support their children with homework

We believe that parents have the responsibility to support their children and the school in implementing school policies.

We would like parents to:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and PE 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
- fulfil the requirements set out in our Home School Agreement