



Teaching and Learning Policy for staff and pupils

Mission Statement

Where Every Door is Opened and Every Gift is Unlocked

At Witton Church Walk, we believe that learning should be a lifelong process and 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 who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens. Staff are encouraged to engage positively in their own professional development to ensure they are up to date with current educational practices. These learning experiences will contribute to their everyday practice of teaching and learning leading to truly inspirational lessons which evidence accelerated progress for children.

Principles

- To develop a community of learners where learning is valued, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feeling of others regardless of race and culture
- To encourage children to take pride in their work and the work of others
- For teachers to be exceptional role models as they continue their own journey of learning
- Effective links between school, the child's home, the church and the community which promote aspiration and high expectations.

School Values

- We have established eight Christian values which underpin our whole school community
- Our Christian values are - Creativity and Valuing others, Faith, Responsibility, Hope, Risk and Challenge, Values Self and Others, Peace and Love, Joy and Celebration.

Learning Culture

- Feel safe – respect, value and support for each other as learners
- Take risks
- Recognise mistakes and errors as a learning opportunity

- High expectations – learning behaviour, progress in learning, presentation and response to marking
- ‘Can do’ attitude
- Adults establish positive working relationships with all children in the class
- All adults model learning and expected behaviour for the children
- Children are treated fairly and with kindness and respect with encouragement, praise and rewards for all.

Effective Learning

People learn in different ways, learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners.

We use, the principles of Kagan to promote effective co-operative, mind friendly learning.

Effective learning could include:

- Investigation and problem solving
- Research
- Whole-class work
- Group work (in groups selected for different reasons)
- Paired work
- Individual work
- Independent work, which is child directed
- Collaborative work
- Selecting and using relevant resources to support learning
- Asking and answering questions
- Use of IT including visual images, film, interactive teaching resources etc
- Fieldwork and visits to places of educational interest
- Guest visitors and performances
- Creative activities
- Debates, discussions, oral presentations and other speaking and listening strategies
- Drama techniques
- Designing and making things
- Participation in athletic or physical activity
- Setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Teachers should teach and develop the children’s skills in order to empower the children to be successful in all of the above. Staff should use CPD effectively to reflect on their current practice and feel empowered to make a difference in their own practice and to impact on children’s learning.

Effective Teaching

Assessment for learning will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. A range of feedback strategies are used, which children act upon in order for them to make or exceed expected progress.

Learning Objectives

- Clear and focused based on learning rather than task
- Displayed
- Discussed and explained to the children
- Based on prior attainment knowledge and understanding
- Relevant to children's gaps in both their learning and experiences.

Success Criteria

- Break down the learning taking place
- Include the steps or 'ingredients' the children need to be successful in their learning
- Are identified by the teacher during the planning process
- Are usually generated with the children during the lesson
- Are written up and referred to during the lesson

Plenary

- Planned times during, and at the end of the lesson
- Reviews progress towards learning objective and success criteria
- Allow adults, and children, to address misconceptions, make improvements and add further challenge
- Learning may be applied to different contexts
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt
- Refocuses the child if needed.

Outcome

- What could possibly be achieved by the children by the end of the lesson or at the end of the unit
- The learning activity/evidence of learning
- Sufficient time given to enable children to achieve meaningful learning
- Differentiated according to the levels at which the children are working

Differentiation

- Takes place throughout the lesson
- Is matched to children's levels and next steps learning
- When planning work for children with Special Educational Needs information and targets contained in the children's Individual Education Plans (I.E.P.s) are addressed
- May occur through adult support; range and level of resources; time; task; different outcomes

Adult Input

- Engages children in the learning
- Is active and interactive
- Has appropriate pace to ensure maximum learning takes place

- Responds to, and is adapted to, ongoing assessment during the lesson
- Clearly models successful learning/the learning activity
- Generates success criteria
- Is flexible according to the learning taking place
- Different inputs for different groups
- Different start times for different groups
- Input – activity – input – activity
- Guided groups, pre and post learning activities

Questioning

- Questions will be asked to assess learning, challenge and deepen thinking and understanding
- The range will include open/closed; higher and lower order (e.g. Bloom's Taxonomy)
- Will be differentiated
- Opportunities will be planned for children to develop their own questions and questioning
- Allow children to reflect, respond and explain their reasoning.

Feedback and Marking

- Regular feedback will be given to the children
- Identifies success and areas for improvement/next steps learning
- Refers to learning objectives, success criteria, children's individual targets and level related spelling, punctuation and grammar
- Opportunities are planned for children to regularly respond to feedback and marking (please refer to marking policy)

Self and Peer Assessment

- Children are trained to self and peer assess
- Guidelines are discussed, agreed and developed with the children
- Is used regularly to enable children to address misconceptions and make improvements to their work.

Active Learning

- Children are given opportunities to be involved in the learning throughout the lesson
- A range of strategies are used
- There is an appropriate balance of adult/pupil talk

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Learning Environment

- A stimulating environment sets the climate for learning
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning
- 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 purposeful and tidy, and should be work and number rich.

- Displays might be used to:
Celebrate success – achievement, Star 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 and challenging
Displays are changed regularly and reflect the current topic/themes/learning

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- Supporting learning and children's progress
- Supporting assessment of children's understanding
- Developing children's independence

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

- Monitor progress and attainment in subject areas and action plan to address areas of need
- Support colleagues to develop practice and subject knowledge to maximise progress
- To be a coach and support staff to be reflective practitioners
- Take the lead in policy development
- Have responsibility for purchase and organisation of resources
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues.

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 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
- Sending information to parents at the start of each term in which we outlined the learning areas and topics that the children will be covering that term;
- Keeping parents informed of pupil's progress on a more regular basis if appropriate.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- 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 Head teacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Teachers CPD and Impact

All staff are encouraged to aim high for 'Everyday Excellence' and believe in themselves in order to achieve their full potential and continue their own professional development. As professionals, they work closely together to constantly review their teaching and learning to improve the children's learning. They plan their CPD need accordingly through performance management and complete their reflective CPD journal to maximise the impact their professional development has on the progress for all children. We do all we can to support teachers and teaching assistants in developing their skills, so that they can continually improve their practice.

Monitoring and Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

Review

This policy was written in June 2015 and will be reviewed in June 2018