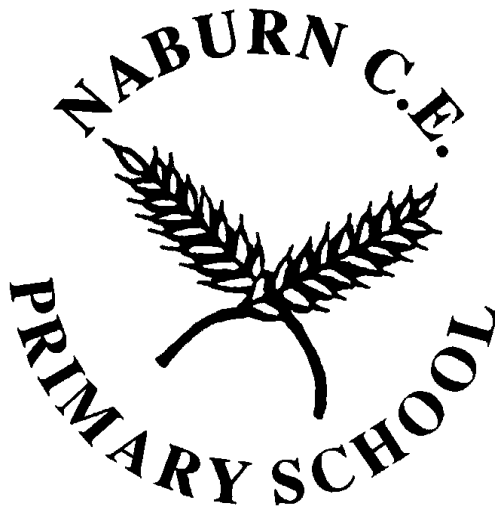


# Naburn CE Primary School



## Teaching and Learning Policy

Last Review: February 2018

Next Review: Spring Term 2020

Date of TLC: 28<sup>th</sup> February 2018

Date of FGB: 22<sup>nd</sup> March 2018

**Rationale:**

We recognise that helping children to learn how to learn is a vital part of enabling them to become confident, independent and well motivated to achieve the highest possible standards.

All aspects of this policy are intended to help us to improve the quality and effectiveness of teaching and learning, and to contribute positively to children's wellbeing.

We believe that learning encompasses all subjects and experiences, developing positive attitudes to learning and good behaviour.

**Purpose:**

The purposes of this policy are to:

- Establish a shared understanding of what makes teaching and learning effective
- Disseminate effective teaching and learning strategies
- Ensure pupil entitlement to a rich broad and balanced curriculum
- Ensure that each individual child is able to learn successfully and make good progress
- Ensure that teaching takes account of children's learning needs and styles
- Ensure that teaching and learning are inclusive, recognising children's wide ranging needs and circumstances
- Provide the basis from which to evaluate the effectiveness of teaching and learning
- Inform school self-evaluation and strategic planning for improvement
- Support continuous professional development

**In our school we aim to:**

- Create a positive, supportive ethos that enables children to become well motivated learners with high levels of self-esteem
- Promote inclusion and personalised learning by identifying, monitoring and meeting the needs of all pupil groupings including:
  - boys and girls
  - the full range of abilities
  - children with SEND
  - Pupil Premium children
  - children from all social and cultural backgrounds
  - children from different ethnic groups.
  - children for whom English is an additional language
- Help children to develop key learning and thinking skills
- Build on what learners already know, understand and can do
- Ensure that children's personal, emotional, social and moral development is an integral part of learning
- Provide opportunities for investigation and testing things out

- Provide continuity of learning as children transfer from class to class and to a new key stage.
- Involve children closely in the assessment for learning process
- Help each child to understand what they do well, what needs to be improved and how to do it.
- Provide children with feedback and guidance that helps them to improve their work and make progress
- Establish an environment that supports independent and collaborative learning
- Monitor children's wellbeing and actively promote high levels of self esteem
- Work in close partnership with parents/carers

**In order to achieve our aims we shall:**

### **PLANNING AND CURRICULUM**

- Plan and map the curriculum so that:
  - there is progression of skills and understanding
  - there are relevant links between subjects
  - children can use and apply key learning skills across the curriculum
- Plan lessons that are well structured, interesting and motivate children to learn
- Plan teaching strategies that are matched to children's varied learning styles
- Plan key questions that will probe and extend children's thinking
- Plan and provide a rich, stimulating curriculum
- Plan first hand experiences through the use of visits and visitors, including use of the forest school area

### **LEARNING AND TEACHING**

- Make learning intentions and success criteria explicit to children both orally and in writing (WALT and WILF)
- Encourage children to use a mixture of learning styles
- Help children to demonstrate their learning through discussion and varied ways of recording their knowledge, skills and understanding
- Provide oral and written feedback that is appropriate for children's ages and stages of development
- Be consistent in the way that this is done, as per the 'Marking and Feedback Policy'
- Provide maximum opportunities for children to talk; discuss; ask and answer questions; explain, clarify and justify thinking
- Provide maximum opportunities for practical, first hand, independent and collaborative learning
- Provide opportunities for investigation, enquiry and problem solving
- Use ICT as a tool to support teaching and learning across the curriculum as well as a subject in its own right

- Encourage children to see that difficulties and the need for improvement are a natural part of learning
- Manage children well and ensure high standards of behaviour
- Use time and resources effectively
- Organise the work of support staff effectively

### **ETHOS AND ENVIRONMENT FOR LEARNING**

- Make children's personal, emotional, social and moral development integral to all aspects of learning
- Discuss learning with children regularly in circle time and plenaries
- Use strategies to ensure that all children are fully involved, contribute their ideas and learn from each other
- Establish clear, consistent classroom routines so that children know what to do and what to expect
- Make sure that the environment reflects pupils' learning and provide tools and prompts for learning
- Make sure the environment:
  - is well organised
  - promotes independence and responsibility
  - promotes flexible and self-initiated learning
- Select and organise resources to support effective learning.

### **ASSESSMENT AND EVALUATION**

- Use assessment information to plan teaching and learning effectively, and to set targets for improvement
- Use learning intentions, success criteria and stages of development as the criteria against which to measure progress, achievement and learning needs
- Make sure that children know exactly what they do well, what needs to be improved and how to do it successfully
- Provide focused praise and constructive comments for improvement
- Make sure that opportunities for evaluation and feedback to pupils are integrated into short term planning
- Provide planned opportunities for children to respond and act upon guidance for improvement
- Develop children's self-evaluation skills by modelling the process to them through feedback and opportunities for reflection
- Help children to be fully involved in their assessment and to develop skills in pupil self evaluation
- Monitor and evaluate the progress and achievement of each pupil and all groupings
- Modify planning in response to assessment information
- Use summative assessment information to inform curricular target setting and SDP

**To evaluate our effectiveness:**

The aims and commitments above are also the criteria against which we evaluate the effectiveness of policy and practice, and its impact on children's learning and progress.

Teaching and learning will be evaluated through:

- Planning-its relevance and appropriateness for all children in each class
- Lesson observations
- Scrutiny of children's work
- Assessment of records
- Analysis of progress and achievement
- Evaluation of initiatives to raise achievement
- Evaluation of SDP and subject leaders' action plans
- Whole school self-evaluation and improvement planning
- Pupil interviews
- Parent consultations

The policy's impact will be monitored and evaluated regularly by:

- The Headteacher
- Subject leaders and class teachers
- Governors: both as subject link governors; TLC committee and as a full governing body
- Children – as part of their assessment and review opportunities.

The school's Teaching and Learning Committee will be responsible for the monitoring of the policy's implementation.