TEACHING AND LEARNING POLICY

The Aims of Teaching and Learning

We aim, throughout our practice, to continually improve the quality of education we provide and to raise the educational standards achieved by all pupils. We aim to empower confident, motivated and independent learners for their next stage of education.

Effective teaching is a major factor contributing to pupils' attainment, progress and attitude to learning.

Factors which Contribute to Effective Teaching and Learning include:

1. Secure knowledge and understanding of the subject or area being taught.

Teachers will…
- have a secure knowledge and understanding of our International Curriculum
- be familiar with the stages of learning above and below that of the children being taught.
- share subject knowledge and expertise between members of the teaching and non-teaching staff.
- be willing to seek appropriate support and guidance from Phase/Curriculum leaders if their expertise is less secure in a particular subject, and will share their own expertise with other staff.
- where staff subject expertise is low and restricts high quality provision and pupil progress, teachers are supported and directed to appropriate in-service training.
- ensure teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum

2. High expectations that challenges ALL pupils, deepens knowledge and understanding, develops and consolidates skills

Decisions concerning the level of challenge of the teaching and activities are informed by teachers' knowledge of all groups of pupils, the stage they have reached, previous progress and their expected rate of progress. This knowledge will be collated from teacher assessment provided by class teacher in discussion with all adults involved in the pupils' learning.

3. Effective planning

Effective planning means that the teaching in a lesson or sequence of lessons has high expectations, clear learning objectives and success criteria of which the children are aware. Continuity and progression in each subject is evident. Planning reflects the needs of all children and groups of children including preferred learning styles (visual, auditory, and kinaesthetic). Teachers will employ a wide variety of differentiated learning experiences and teaching strategies to challenge all pupils and groups of pupils. Planning will be responsive to teachers' assessment of pupil progress throughout the lesson by careful observations and skilful questioning to prompt and probe children's understanding. Planning will inform and improve teaching and learning by adjusting flexible groupings, reshaping of tasks, setting appropriate homework and indicating areas for targeted support and intervention. Effective planning also provides a framework for support staff to adapt the work and modify approaches for individual pupils with SEN or disabilities. Planning should be shared and reviewed with all adults involved and made available in classrooms at all times.

4. **Use of Time & Resources**

- ensure that the pace of lessons is sufficiently challenging and that pupils' time is used effectively;
- select and make good use of supporting materials and resources including ICT and the environment which enable learning objectives to be met;
- provide opportunities for pupils to consolidate their knowledge and maximise opportunities, both in the classroom and through setting well focused homework to reinforce and develop learning.
- effective deployment of teaching assistants

5. **Use of appropriate methods and organisational strategies that facilitate the aims of the lesson and meet the needs of all pupils.**

The choice of teaching methods and organisational strategies will be based on the learning objectives, children's preferred learning styles, the number of pupils, their age, attainment and behaviour, and available resources. Continuous assessment from previous lessons and adjusted planning will inform teaching and learning to meet the needs of all children and groups of children.

Teaching methods include:

- **Exposition and Explanation** which is informative, lively and well-structured
- **Skilful Questioning and Discussion** which probes pupils' knowledge and understanding, challenges their thinking and gives them opportunity to share their ideas with others. Teacher observations will inform planning of next steps.
- **Practical Activities** which are purposeful and which encourage pupils to reflect on what they are doing, what they have learned and how to improve their work.
- **Investigations and Problem-solving** activities which should help pupils to apply and extend their learning.
- **Effective Modelling** which gives children a structure on which to base their independent work
- **Repetition and Review** which gives children opportunities for quick recall, revision of learning and to apply known facts in new situations.
- **Skills focus**

The impact of the above methods on teaching and learning is measured by the extent to which they motivate children, extend or deepen pupils' knowledge and understanding and develop their skills.

Organisation

Teachers will decide whether the teaching objectives are best achieved when pupils work:

- independently
- in pairs
- in flexible groups
- as a whole class

To work effectively with the whole class or in group work, teachers need to ensure that all pupils are given the opportunity to participate.

6. **Learning Environment**

An organised, bright and stimulating learning environment is conducive to effective teaching and learning. We endeavour to create a positive classroom climate with high levels of engagement and commitment to learning. An interactive learning environment (e.g. use of learning walls, scaffolds) will cultivate pupils'

ownership of their learning journey and raise awareness of their next steps. The use of technology will enhance the teaching and learning environment. (See Learning Environment Expectations)

7. Good management of pupils and high standards of discipline

An atmosphere of mutual respect gives all children the opportunity to benefit from a positive learning environment by following closely agreed class expectations and routines. See School Code of Conduct

8. Thorough Assessment

Assessment is used to inform the next stage of teaching and learning, and to ensure high expectations and good progress over time. The assessment and marking of pupils' work is in accordance with the schools marking policies. Pupils will understand how well they have done and what they need to do to improve their work, thereby making sustained progress. Teachers will share the learning objectives and success criteria with the children and, when appropriate, the success criteria will be generated by teacher and children. Positive teacher feedback, peer and self- assessment will be based on success criteria with areas to improve identified. Groups or individuals may have targets running parallel to the lesson's success criteria e.g use of capital letters and full stops, social skills. Again positive, constructive feedback will inform the child of their progress and next steps. See Feedback Policy

9. Appropriate use of homework

Planning indicates relevant, purposeful and differentiated homework. Appropriate use of homework offers opportunities to reinforce and extend learning, and to relate what they learn to everyday life. Opportunities for extended home-school projects are planned across the curriculum. See Homework Policy

10. Opportunities for children to develop their independence

Across the curriculum children are given the opportunity to make informed choices. This is facilitated by classroom organisation which allows children independent use of resources including technology, by planning which gives a variety of opportunities for children to make choices, and by a progressive approach to independence across the school. An effective teacher/child partnership in learning is cultivated by our assessment for learning principles whereby we endeavour to increase pupils' awareness of their progress and how to improve their work.

11. Current research, and implications for classroom management and organisation

Staff will be active participants in professional development, update their knowledge of current research and national initiatives and will share and cascade knowledge and expertise in our learning community.

This policy will be reviewed in April 2018.