

St Andrew's CE Primary School



Teaching and Learning Policy

Summer 2021
Next review Summer 2022

St Andrew's CE Primary School

Every Child A Champion in Their Own Right. Matthew 5.16 - "Let Your Light Shine."

TEACHING AND LEARNING POLICY

Contents:

Mission Statement	3
Introduction	4
Aims.....	4
Objectives	4
How the teaching and learning policy will be used.....	13
Monitoring Teaching	13
Planning.....	14
Effective teaching	15
Effective learning	16
What good provision looks like in our classrooms	17
The Role of Governors.....	19
Role of Parents	19
Monitoring and Review	20

St Andrew's CE Primary School

Mission Statement

We aim to:

show concern and care, through a strong sense of Christian values, for all members of the School Community;

establish a centre of excellence in which all individuals are enabled to experience success at varying levels and so are encouraged to develop to their maximum potential;

ensure support and communication channels are clear and links between home and school are positive and genuine;

be a school in which a sense of belonging, involvement and real partnership is felt by all.



Introduction

At St Andrew's CE Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be an inspiring blend of challenge, intrigue, wonder and awe. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. This document reflects what St Andrew's CE Primary School values and what we believe is important in order to deliver an inclusive education to all our pupils.

This policy is essentially about the quality of interaction between the teacher and pupil and seeks to secure consistency in classroom practice and management, and identify the ways in which teaching and learning is characterised. It will ensure that we have common expectations for children in the school and acts as a tool for self-evaluation.

In order to raise staff skills continually we regard ourselves as a Training School - St Andrew's is a Learning School in all aspects.

This policy links to all other school documents, particularly the Home-School Document, the Discipline Policy and the Performance Management Policy.

Aims

The aim of this policy is to create consistency, coherence and continuity by developing a shared understanding of the quality and type of teaching and learning expected at St Andrew's CE Primary School.

We believe that people learn best in different ways. We aim to:

- provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential;
- foster a positive attitude towards learning;
- provide a curriculum that is broad, balanced, relevant, exciting and matched to our pupils' learning needs and styles (Visual, Auditory and Kinaesthetic);
- be an e-confident school and engage in regular daily activities using ICT;
- enable our pupils to become confident, resourceful, enquiring and independent learners.

Objectives

In order to achieve our aims, we will:

- develop a creative attitude in our pupils;
- give our pupils the essential tools for learning;
- foster our pupils' self-esteem and help them build positive relationships with other people;
- develop our pupils' self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- provide an emotionally literate environment linked closely to the curriculum;
- enable our pupils to experience the joy of discovery;
- use assessment for learning to enable all of our pupils to understand how they can improve their learning;

- give our pupils the necessary tools for solving problems;
 - show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
 - enable our pupils to understand their community and help them feel valued as part of this community;
 - help our pupils grow into reliable, independent and positive citizens;
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- show respect for our pupils' feelings and interests;
 - provide a totally inclusive learning environment;
 - consider the range of skills needed for effective teaching;
 - consider the range of thinking and other generic skills that support learning;
 - consider the contexts for enhancing the quality of teaching and learning;
 - make use of the whole of our school premises, grounds and the local community as an extension to the learning environment.

The teaching and learning policy will be used:

- to inform the preparation of schemes of learning;
- to ensure all staff realise the importance of their part in improving children's achievement in basic skills;
- to inform subject/year groups self review;
- to help all teachers and Curriculum Leaders negotiate individual professional development plans;
- to inform the criteria for recruitment and selection of staff;
- to inform the School Development Plan (SDP);
- to determine the use of training and development time for teaching and non-teaching staff (such as staff training days and Planning, Preparation and Assessment time); □ to determine priorities for mentoring and coaching; □ to form the basis for lesson observations.

The policy will be used to aid monitoring and evaluation.

It will also be used as a guide for teachers' professional development and as the basis for classroom observations carried out by Phase Leaders, co-ordinators and the Headteacher. This evidence will be used in the following ways:

- initial feedback to the teacher or group of teachers as appropriate;
- to monitor the implementation of the schools' curriculum policies;
- to inform Phase Leaders about the individual teacher's practice as part of the performance management process;
- to help in the overall process in monitoring standards of attainment;
- as a basis for the headteacher to report to the Governing Body on the quality of teaching and learning.

Monitoring Teaching

All monitoring of teaching is to be done in a supportive way which reflects mutual professional respect. The aim is to encourage and share good practice, individual professional development and overall school improvement.

Teaching will be monitored in these ways:

- classroom observation, reading, and subsequent discussion of, teaching files by the Headteacher/Senior Leadership Team;
- classroom observation by the Phase Leaders in accordance with Performance Management (PM);
- classroom observation by mentors for Newly Qualified Staff;
- classroom observation and monitoring of planning by curriculum co-ordinators in line with the aspects highlighted on the SDP and teaching and learning policy;
- scrutiny of planning and children's work;
- any external monitoring by LEA Adviser linked to SDP priorities.

Observations will be recorded on the school's pro-forma and used for feedback to the teacher. Oral feedback will happen immediately after observation followed by completed pro-forma as soon as is practicable.

Observations in line with PM will only be shared with the Headteacher and can only be shown to another party with the approval of the teacher involved.

Observations of lessons carried out by curriculum co-ordinators will be according to a previously agreed focus of which the teacher being observed is aware.

Planning

Planning should:

- be focused;
- be cohesive;
- include opportunities for child-initiated learning;
- follow clear learning objectives which relate to the Programmes of Study or Early Learning Goals and show progression;
- show clear success criteria (WILF);
- be differentiated for individual needs (including more able, SEN IEPs);
- have high expectations for pupils' learning;
- be balanced to include all curriculum areas including a global dimension;
- exploit/develop cross curricular links where appropriate;
- show clear opportunities for assessment - including assessment for learning when children are actively engaged in helping and learning from their peers (WALT);
- show clear opportunities for connecting with the children and drawing on their experiences;
- have regard for the varied ways in which children learn and provide for these (VAK);
- make effective and creative use of ICT in all lessons;
- make links to literacy objectives in all lessons;
- show reference to implications for future learning;
- show a regular change in focus (10 minute 'chunks') clear objectives for PPA time; show structured play sessions;

Indicate risk assessment has been completed where applicable.

Effective Teaching:

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. To guide our teaching we have drawn up Schemes of Learning with clear learning objectives. These detail what is to be taught to each year group.

We base our teaching on our knowledge of the children's level of attainment and previous experiences. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs) and relevant information from outside agencies. We have high expectations of all children, and we aim for their work here at St Andrew's School to be of the highest possible standard.

We set realistic and challenging targets for the children each academic year and we share these targets with children and their parents. We review the progress of each child throughout the year and set revised targets based on in-depth knowledge of each child. All staff are responsible for the improvement of basic skills learning and achievement.

We plan our lessons with clear learning objectives (WALT & WILF). We base these objectives on the National Curriculum Programmes of Study and curriculum guidance for Foundation Stage in the early years. Our plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work

Each of our teachers makes a special effort to establish 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 teachers follow the school policy with regard to discipline and classroom management. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines and procedures as outlined in our school discipline policy. There should be continuity within the year group and throughout the school, so each child builds on previous experiences and progresses.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

We deploy learning assistants, instructor teachers 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.

We aim to make our classrooms attractive, interactive learning environments. We change displays regularly, to ensure that the classroom reflects the work studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. 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. We hold that the teaching and learning environment is effective when it is organised to facilitate learning and teaching in a positive, attractive, stimulating manner.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

We maintain that effective teaching:

- sets clear, appropriate learning objectives for the children, using planning effectively;
- has high expectations and challenges children to think above and beyond;
- makes effective use of ICT;
- creates the correct climate/relationships for learning to take place;
- depends on being prepared and organised for the lessons;
- makes effective use of the target setting process;
- varies delivery;
- creates a positive relationship with pupils which encourages and motivates them;
- has high expectations of behaviour;
- is sympathetic to individual needs;
- makes use of assessment to inform planning– formative, summative and statutory;
- means being reflective about own practice;
- values children’s contributions;
- makes learning enjoyable and rewarding; is being prepared to compromise/be adaptable; uses subject specific vocabulary.

Effective learning

We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies at least eight main areas of intelligence, including: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, interpersonal/reflective and naturalist. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of all ICT equipment;
- 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 and learning through structured play; □ allow sufficient thinking and talk time.

We encourage children to take responsibility for their own learning (ie Assessment for 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. We recognise assessment for learning as central to classroom practice.

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Learners need information and guidance in order to plan the next steps in their learning. Our assessment will also focus on value added information, in order to show the extent to which children have made improvements in achievement.

What good provision looks like in our classrooms

- 1. Fundamental Practice** - We expect all teachers to demonstrate this practice.
- 2. Normal Practice** - We expect most teachers to have most of these features in place.
- 3. Cutting Edge Practice** - We expect that some teachers will be developing these skills; they represent the school's vision for teaching and learning in the future.

FUNDAMENTAL PRACTICE

1. Know and use pupils' first names.
2. Except where 'discovery learning' is planned, share learning objectives with pupils. In fact, these are often best expressed as learning outcomes using phrasing such as "By the end of the lesson you will be able to..."
3. Let pupils know that you are taking account of their prior experience and knowledge. Ask them what they already know, understand and can do.
4. Explain to pupils that lessons are interconnected, refer them back to what's gone before and forward to what's coming next.
5. Select resources that will make sense to pupils, for example choose (if necessary make) text resources that are within the reading age of the pupils.
6. Use a variety of teaching methods over time. As a minimum, build visual, auditory and kinaesthetic approaches into all lessons.
7. Take account of pupils' concentration spans (as a rough guide, the number of minutes for which a pupil can concentrate is their chronological age plus two), which means changing activities two or three times in an ordinary lesson and using brain gym regularly.
8. Balance the amount of teacher-talk and pupil-talk so that pupils have opportunities to articulate (and therefore connect) their learning as they go along.
9. Be willing to adjust your teaching to suit the pace and depth of pupils' understanding; this will involve checking their understanding several times within a lesson so that you can adapt on the spot.
10. Check pupils' understanding at the end of the lesson so you can plan effectively for next time; in particular be prepared to think of alternative strategies for those who are struggling.
11. For every task you set, ask yourself 'what will pupils learn by doing this?'; avoid 'time-fillers' such as copying out and colouring in; and low-level tasks such as word searches and fill-in-the-gaps exercises.

12. Communicate high expectations and insist on high standards of behaviour, but be sure to balance one negative with four positive comments.
13. Use your Teaching Assistant, other adult helpers fully; welcome them to the lesson publicly, from time to time ask them to explain or illustrate concepts to the whole class, give them specific instructions for specific pupils and let them have outline lesson plans and resources in advance.
14. Acknowledge pupils' relative strengths and achievements, sometimes in quiet and subtle ways, sometimes publicly.
15. Pay attention to the physical condition of the classroom - check that there is enough fresh air, that the temperature is OK (too hot and the brain slows down, too cold and pupils are distracted) and that there is plenty of colourful and stimulating material on the walls and children have access to water.
16. Check that you are setting homework in line with school policy and of appropriate challenge and relevance to the pupil. This will be monitored weekly by the co-ordinator.
17. Check that you are assessing pupils' learning in line with school policy. As a minimum, offer all pupils regular formative feedback.
18. Aim to differentiate; as a minimum always have an extension task for pupils to move on to and a support strategy for those who are struggling.
19. Deliver both the subject-specific and general teaching requirements of the National Curriculum but within the context of our 'Rainbow' approach.
20. Pay attention to your language; try to always speak grammatically correctly and be sure to avoid sarcasm and all other forms of put down.
21. Have evidence that your lessons are well prepared.

NORMAL PRACTICE

1. Keep adjusting your methods to bring them in line with recent research into the learning process; for example make use of learning styles research (such as Gardner's Multiple Intelligence Theory or Gregorc's Mind Styles Model) to guide your planning and delivery of varied learning strategies.
2. Deliberately work with pupils' misconceptions and half -understanding; bring them out into the open and challenge them (create cognitive conflict) - this is the basis of 'cognitive acceleration'.
3. Make thinking skills a priority, recognise that they are promoted through your personal technique (your questioning skills for example) as well as your clever design of pupils' tasks.
4. Value pupils' mistakes as they can lead to valuable learning moments; therefore, encourage pupils to 'have a go' even when there is no guarantee of success.
5. Give instant feedback as far as is humanly possible.
6. Discuss learning with pupils to the extent that each of them is able to explain why they are doing a particular task, and has a clear idea of what they need to do in future to improve their personal performance (use of WALT and WILF).

7. Ask pupils to ask questions.
8. Promote 'metacognition' which means helping pupils to recognise, name and understand a wide range of thinking and learning processes.
9. Challenge yourself to make learning personally appropriate for pupils, which means offering them different types of tasks, resources or support so they are all, individually, likely to succeed.
10. See yourself first and foremost as someone who manages the learning process - use a wide range of resources to deliver the content: videos; on-line resources; CD ROMs; books; smart boards, OHP, other pupils, the community etc.
11. Involve your Teaching Assistant in your lesson planning; ask their advice, plan with them, ask them to help with planning and preparation of resources and to feedback assessment issues.

CUTTING EDGE PRACTICE

1. Give pupils choices - let them select from a number of options the best way to tackle their learning; show them how to make wise decisions based on their awareness of themselves as learners.
2. Beyond giving them fixed choices, show pupils how to devise personal learning plans from scratch and carry them out independently.
3. Teach learners, systematically, the tools of the learning trade: time management; self-discipline; note making; resource-management; planning; questioning; help-seeking; memorising; perseverance; interdependency; negotiation and so on.
4. Plan teaching to develop pupils' creativity. Value creativity in the assessment of children's work.

The role of governors

Our governors determine, 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 self-review processes. These include reports from subject leaders and the headteacher to the governors as well as a review of the in-service training sessions attended by our staff.

The role of parents

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

- holding parents' evenings to explain national and school expectations (Bus Stop Assessment), together with school strategies for teaching the curriculum;

- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work. Regular communication to raise awareness including booklets and curriculum days.

We see teaching and learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community as part of the development of our 'continuum of positive learning'. 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 the home/school agreement.
- support the school policy of 100% homework returns and reading 3 times a week.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

This Policy will be reviewed annually in the Summer Term 2022

- show respect for our pupils' feelings and interests;
- provide a totally inclusive learning environment;
- consider the range of skills needed for effective teaching;
- consider the range of thinking and other generic skills that support learning;
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- make use of the whole of our school premises, grounds and the local community as an extension to the learning environment.

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- depends on being prepared and organised for the lessons;
- makes effective use of the target setting process;
- varies delivery;
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- makes use of assessment to inform planning– formative, summative and statutory;
- means being reflective about own practice;
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- makes learning enjoyable and rewarding; is being prepared to compromise/be adaptable; uses subject specific vocabulary.

Effective learning

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- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of all ICT equipment;
- 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 and learning through structured play; allow sufficient thinking and talk time.

We encourage children to take responsibility for their own learning (ie Assessment for 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. We recognise assessment for learning as central to classroom practice. Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than

failure. Learners need information and guidance in order to plan the next steps in their learning. Our assessment will also focus on value added information, in order to show the extent to which children have made improvements in achievement.

What good provision looks like in our classrooms

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5. Normal Practice - We expect most teachers to have most of these features in place.

6. Cutting Edge Practice - We expect that some teachers will be developing these skills; they represent the school's vision for teaching and learning in the future.

FUNDAMENTAL PRACTICE

22. Know and use pupils' first names.
23. Except where 'discovery learning' is planned, share learning objectives with pupils. In fact, these are often best expressed as learning outcomes using phrasing such as "By the end of the lesson you will be able to..."
24. Let pupils know that you are taking account of their prior experience and knowledge. Ask them what they already know, understand and can do.
25. Explain to pupils that lessons are interconnected, refer them back to what's gone before and forward to what's coming next.
26. Select resources that will make sense to pupils, for example choose (if necessary make) text resources that are within the reading age of the pupils.
27. Use a variety of teaching methods over time. As a minimum, build visual, auditory and kinaesthetic approaches into all lessons.
28. Take account of pupils' concentration spans (as a rough guide, the number of minutes for which a pupil can concentrate is their chronological age plus two), which means changing activities two or three times in an ordinary lesson and using brain gym regularly.
29. Balance the amount of teacher-talk and pupil-talk so that pupils have opportunities to articulate (and therefore connect) their learning as they go along.
30. Be willing to adjust your teaching to suit the pace and depth of pupils' understanding; this will involve checking their understanding several times within a lesson so that you can adapt on the spot.
31. Check pupils' understanding at the end of the lesson so you can plan effectively for next time; in particular be prepared to think of alternative strategies for those who are struggling.
32. For every task you set, ask yourself 'what will pupils learn by doing this?'; avoid 'time-fillers' such as copying out and colouring in; and low-level tasks such as word searches and fill-in-the-gaps exercises.
33. Communicate high expectations and insist on high standards of behaviour, but be sure to balance one negative with four positive comments.
34. Use your Teaching Assistant, other adult helpers fully; welcome them to the lesson publicly, from time to time ask them to explain or illustrate concepts to the whole class, give them specific instructions for specific pupils and let them have outline lesson plans and resources in advance.
35. Acknowledge pupils' relative strengths and achievements, sometimes in quiet and subtle ways, sometimes publicly.

36. Pay attention to the physical condition of the classroom - check that there is enough fresh air, that the temperature is OK (too hot and the brain slows down, too cold and pupils are distracted) and that there is plenty of colourful and stimulating material on the walls and children have access to water.
37. Check that you are setting homework in line with school policy and of appropriate challenge and relevance to the pupil. This will be monitored weekly by the co-ordinator.
38. Check that you are assessing pupils' learning in line with school policy. As a minimum, offer all pupils regular formative feedback.
39. Aim to differentiate; as a minimum always have an extension task for pupils to move on to and a support strategy for those who are struggling.
40. Deliver both the subject-specific and general teaching requirements of the National Curriculum but within the context of our 'Rainbow' approach.
41. Pay attention to your language; try to always speak grammatically correctly and be sure to avoid sarcasm and all other forms of put down.
42. Have evidence that your lessons are well prepared.

NORMAL PRACTICE

12. Keep adjusting your methods to bring them in line with recent research into the learning process; for example make use of learning styles research (such as Gardner's Multiple Intelligence Theory or Gregorc's Mind Styles Model) to guide your planning and delivery of varied learning strategies.
13. Deliberately work with pupils' misconceptions and half -understanding; bring them out into the open and challenge them (create cognitive conflict) - this is the basis of 'cognitive acceleration'.
14. Make thinking skills a priority, recognise that they are promoted through your personal technique (your questioning skills for example) as well as your clever design of pupils' tasks.
15. Value pupils' mistakes as they can lead to valuable learning moments; therefore, encourage pupils to 'have a go' even when there is no guarantee of success.
16. Give instant feedback as far as is humanly possible.
17. Discuss learning with pupils to the extent that each of them is able to explain why they are doing a particular task, and has a clear idea of what they need to do in future to improve their personal performance (use of WALT and WILF).

18. Ask pupils to ask questions.
19. Promote 'metacognition' which means helping pupils to recognise, name and understand a wide range of thinking and learning processes.
20. Challenge yourself to make learning personally appropriate for pupils, which means offering them different types of tasks, resources or support so they are all, individually, likely to succeed.
21. See yourself first and foremost as someone who manages the learning process - use a wide range of resources to deliver the content: videos; on-line resources; CD ROMs; books; smart boards, OHP, other pupils, the community etc.
22. Involve your Teaching Assistant in your lesson planning; ask their advice, plan with them, ask them to help with planning and preparation of resources and to feedback assessment issues.

CUTTING EDGE PRACTICE

5. Give pupils choices - let them select from a number of options the best way to tackle their learning; show them how to make wise decisions based on their awareness of themselves as learners.
6. Beyond giving them fixed choices, show pupils how to devise personal learning plans from scratch and carry them out independently.
7. Teach learners, systematically, the tools of the learning trade: time management; self-discipline; note making; resource-management; planning; questioning; help-seeking; memorising; perseverance; interdependency; negotiation and so on.
8. Plan teaching to develop pupils' creativity. Value creativity in the assessment of children's work.

The role of governors

Our governors determine, 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 self-review processes. These include reports from subject leaders and the headteacher to the governors as well as a review of the in-service training sessions attended by our staff.

The role of parents

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

- holding parents' evenings to explain national and school expectations (Bus Stop Assessment), together with school strategies for teaching the curriculum;
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work. Regular communication to raise awareness including booklets and curriculum days.

We see teaching and learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community as part of the development of our 'continuum of positive learning'. 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 the home/school agreement.
- support the school policy of 100% homework returns and reading 3 times a week.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

This Policy will be reviewed annually in the Summer Term 2021