



Elton Church of England Primary School Teaching and Learning Policy

1. Rationale

“Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils are making rapid and sustained progress. All teachers have consistently high expectations of all pupils. Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils’ prior skills, knowledge and understanding. They use well judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum. The teaching of reading, writing, communication and mathematics is highly effective. Teachers and other adults generate high levels of enthusiasm for, participation in and commitment to learning. Teaching promotes pupils’ high levels of resilience, confidence and independence when they tackle challenging activities. Teachers systematically and effectively check pupils’ understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. Time is used very well and every opportunity is taken to successfully develop crucial skills, including being able to use their literacy and numeracy skills in other subjects. Appropriate and regular homework contributes very well to pupils’ learning. Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest.

OfSTED Evaluation Schedule 2012

2. Introduction

This policy is central to the school’s purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners.

3. Definition of Learning

We define learning as:

- Acquisition of new skills and knowledge
- Consolidation and extension of previous learning
- Continuous
- Reciprocal
- Holistic
- Making sense of the world and discovering where we fit into it

4. Principles of Effective Learning

We believe children learn best when:

- They are happy, secure, safe and healthy
- They are valued, have high self esteem and feel confident
- They have positive relationships with adults and receive high quality feedback which allows them to take risks and make mistakes
- Teaching is outstanding and inspires, motivates and challenges
- They are having fun; are actively involved and using different environments
- Learning is purposeful, personalised and relevant
- Adults are interested and involved in their learning

5. Strategies to Promote Effective Learning

5.1 To ensure that children are happy, secure, safe and healthy we will:

- Provide access to drinking water
- Provide access to clean, pleasant toilet facilities
- Ensure adequate time, resources and space to play
- Promote healthy eating and lifestyles and be good role models for this
- Have established routines
- Use PSHE curriculum to teach explicit skills and knowledge
- Listen to them and act on their comments
- Follow risk assessment procedures and routines
- Apply the behaviour policy consistently
- Provide healthy meals
- Promote positive relationships between peers
- Expose children to calculated risks and allow them to make decisions
- Treat them fairly, consistently and with respect
- Work closely with families and communicate regularly with parents
- Raise any concerns with designated personnel

5.2 To ensure children are valued, have high self esteem and feel confident we will:

- Make consistent and regular use of praise and rewards
- Give them responsibilities
- Display their work
- Provide opportunities for all children to shine
- Celebrate achievements from outside school
- Apply the marking and feedback policy
- Use peer assessment to encourage appreciation of other children's strengths
- Allow them to take ownership and make decisions

5.3 To achieve positive relationships and give high quality feedback which allows children to take risks and make mistakes we will:

- Ensure different adults/peers are involved in the assessment of work
- Get to know individuals well
- Demonstrate that we make mistakes and learn from them
- Follow the School Values and constantly reinforce these
- Apply the marking and feedback policy consistently
- Take time to talk to individuals and show interest in them
- Recognise and celebrate achievements

5.4 To provide outstanding teaching which inspires, motivates and challenges we will:

- Take account of children's interests
- Take time to plan learning experiences
- Demonstrate enthusiasm and be active
- Differentiate tasks based on assessment information and knowledge of children
- Provide 'real life' contexts and activities
- Invite different visitors into school to support learning
- Provide 'hands on' investigations and practical activities
- Provide choice and allow children to plan activities

- Actively seek opportunities for professional development
- Understand the OfSTED evaluation schedule and be guided by this
- Be interested and interesting role models
- Engage in performance management processes
- Work collaboratively with colleagues

5.5 To ensure children have fun, get actively involved and use different environments we will:

- Provide a wide range of accessible and high quality resources which encourage independent learning
- Foster positive relationships and use humour
- Use learning spaces inside and outside the classroom
- Plan trips
- Encourage children to try new things
- Invite visitors into school
- Hold WOW events
- Use local resources and public transport to reduce costs
- Work in partnership with different schools
- Use teaching strategies that involve *all* children throughout lessons
- Regularly change the classroom environment to keep it fresh/new
- Provide a wide range of extra-curricular activities

5.6 To ensure learning is purposeful, personalised and relevant we will:

- Provide opportunities to solve problems in 'real-life' situations
- Tailor teaching to take account of children's interests
- Tailor provision to cater for different needs and write specific plan as appropriate
- Know the academic and social needs of each child
- Understand the children's backgrounds
- Support children to set personal targets for Literacy and Numeracy
- Share success criteria for tasks and involve children in devising these
- Incorporate current affairs and news into lessons and discussions
- Provide free time so children can investigate topics that interest them or practise skills they find difficult
- Make links between learning and real life
- Use local places to give real life experiences
- Involve children in planning topics

5.7 To ensure adults are interested and involved in children's learning we will:

- Communicate effectively with parents / carers
- Invite parents to contribute to the learning process
- Hold events such as workshops, open days, concerts, assemblies and parent's evenings
- Celebrate achievements
- Invite parents/governors/members of the community to work alongside children in school
- Use displays to showcase children's work
- Record learning experiences using a range of media and share through the website or digital frame
- Write annual reports
- Promote an 'open door' policy and take time to listen to parents / carers
- Get actively involved in community events
- Work closely with the church

- Be flexible and inclusive
- Keep the website up to date
- Apply the homework policy

6. Effective Teaching and Learning Experiences

In order to ensure teaching and learning experiences are effective we will use a four part framework which includes: opening, teaching, learning and review/reflect. These phases are not discrete. They are interwoven and overlapping. They reflect a learning experience, not necessarily one lesson.

7. Outcomes

7.1 When this policy is successful we will see children who:

- are confident, well-motivated, independent, yet collaborative learners
- enjoy their learning and who maintain good relationships with adults and other children
- have a sense of pride in their work at school
- make good or better progress

7.2 When this policy is successful we will see teachers and teaching assistants who:

- are knowledgeable, skilled and confident
- communicate the progress of children clearly to colleagues and parents
- are highly motivated and demonstrate their enthusiasm

7.3 When this policy is successful we will see parents who:

- are fully engaged in their children’s learning
- have a clear understanding of how well their children are progressing
- are proud of their children’s achievements

8. Review

This policy will be reviewed annually at the start of each academic year

Signed:(Head teacher)

Signed:(Chair of Governors)

Date:

Framework for Effective Teaching and Learning

We will use the four part framework of: opening, teaching, learning and review/reflect. These phases are not discrete. They are interwoven and overlapping. They reflect a learning experience, not necessarily one lesson.

1 Effective Opening

At the start of learning experiences, we will:

- take steps to capture the attention of the children, stimulate their curiosity and get them into a positive frame of mind;
- review previous learning and connect it to new learning;
- explain the purpose of the learning to be gained and encourage them to identify its relevance to the world and ‘What’s in it for me?’;
- provide children with the questions they will be able to answer and the skills they will have acquired by the end of the lesson/topic;
- give children the ‘big picture’ by;
 - describing what they will be doing,
 - encouraging a sense of prediction, anticipation, curiosity, and positive expectation about the learning to come,
 - providing graphic, pictorial previews and overviews of the topic to be studied,
 - showing examples of what other children have produced/achieved.

2 Effective Teaching

In our teaching, we will:

- be secure in our subject knowledge;
- clear about the learning objectives and success criteria;
- use assessment for learning techniques to ensure children make progress during lessons and over time;
- start lessons promptly and maintain good pace throughout;
- maintain a positive and pleasant working atmosphere using praise and positive language;
- use humour, drama, music, games, play and competition to enliven our lessons;
- provide opportunities for children to experience awe, wonder and reflection;
- ensure all children are actively engaged in the learning process;
- break the teaching content into logically arranged, manageable chunks;
- give clear, differentiated explanations and instructions;
- provide appropriate modelling and demonstrations;
- input new information using combined visual, auditory and kinaesthetic strategies;
- enable children to understand and use their own learning preferences;
- use whole class questioning and targeted, differentiated, closed and open-ended questions (incorporating ‘what, how, why’) to support our teaching and to assess understanding;
- encourage and respond positively to children’s questions;
- adapt our teaching in the light of continuous assessment of children’s progress;
- fully engage classroom support staff in the teaching and assessment processes.

3 Effective Learning

To promote effective learning, we will:

- ensure children are aware of what their next steps are to make good or better progress
- give opportunities for children to learn in a variety of ways, using their multiple intelligences and preferred learning styles;
- provide multi-sensory and ‘first hand’ learning experiences whenever possible;
- expect and encourage children to be independent and to choose their own strategies for learning;
- use planning frames for children to structure thinking and work;
- engage children in a range of independent and collective/collaborative, group-based learning activities, including peer-teaching, peer-assessment, talking/work partners, hot-seating, role play etc;
- provide activities involving problem solving and creative thinking;
- set clear expectations for learning outcomes;
- ensure most tasks have time deadlines;
- provide opportunities for children to use new knowledge and skills in a variety of contexts;
- encourage children to ‘take risks’ (risk being wrong) in their learning;
- teach thinking and learning-to-learn skills.

4 Effective Review and Reflection

To enable effective review of learning and children’s reflection upon it, we will:

- give children both oral “positive and specific” feedback, and targeted written feedback. This will relate to the success criteria, and the child’s personal stage of development, informing each what they can do to improve;
- praise, reward and share success;
- provide children with opportunities to review and reflect upon what they have learned and how their learning might be applied to new situations;
- teach a variety of memory and recall techniques;
- enable individuals, pairs and groups to report back to others;
- enable children to share what they have learned and can do;
- enable children to ask questions of others;
- provide opportunities for children to consider future learning.