



The Keys Academy Trust

Teaching and Learning Policy

Date: November 2016

Review: Summer 2019

EARLEY ST. PETER'S C of E PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

(1) Aim

The aim of this policy is to explain to school staff, Governors, parents and others with an interest in the school how Teaching and Learning is organised at Earley St. Peter's School.

(2) Introduction

At Earley St Peters' 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 fun. 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.

(3) Key points

(i) Aims and objectives

We believe that pupils learn in a variety of ways and that, therefore, every child must be treated as an individual. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- Instil in all pupils a love of learning and a desire to grow as a learner;
- enable children to become confident, resourceful, resilient, enquiring and independent learners;
- use questions to deepen understanding and provide opportunities for collaboration because we believe dialogue is central to learning;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values, cultures and feelings of others;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

(ii) Effective Learning

We acknowledge that people learn in a variety of ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. Children will have opportunities to learn through

- investigation and problem solving;
- research;
- paired or group work;
- independent work;
- peer evaluation;
- whole-class work;
- asking and answering questions;
- reviewing mistakes and misconceptions
- use of ICT and wider technology;
- fieldwork and visits to places of educational interest;
- listening to external speakers and visitors;
- creative activities;
- discussion, role-play and oral presentations;
- designing and making things;
- participation in physical education.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to have the time to reflect on how they learn and how to achieve success in their learning.

(iii) Effective teaching (Quality First Teaching)

We are committed to the principles of Quality First Teaching (QFT – see below) and teachers are required to implement our ‘non-negotiables’ (see Appendix 2).

Effective planning and lesson design is the starting point for Quality First Teaching and learning. Effective planning is based on knowing where pupils are in their learning through:

- Assessment for Learning (AfL)
- Use of data
- Personal targets.

Our curriculum is based on the National Curriculum guidance for each subject and/or allocated long term plans and schemes of work. Teachers plan their lessons by:

- Locating the teaching sequence or lesson in the context of the scheme of work and the pupils’ prior knowledge and understanding.
- Identifying the learning objectives for the pupils/generating success criteria.
- Structuring the teaching sequence or lesson as a series of activities by separating the learning into distinct stages or steps and selecting the best pedagogic approach to

meet the learning objectives; the most appropriate teaching and learning strategies and techniques and the most effective organisation for each lesson.

- Ensuring coherence by providing: a stimulating start to the lesson that relates to the objectives; transitions between parts of the lesson which are clearly signposted for the pupils; a suitably timed plenaries that review the learning and identify next steps and or extensions to pupils' learning and effective feedback (see the Assessment and Reporting Policy).

In developing Quality First Teaching, we plan activities that will encourage higher order thinking skills (see Appendix 1, Blooms analysis of thinking skills) to ensure pupils are engaged, motivated and challenged at an appropriate level. This will lead to the use of strategies designed to advance pupils' learning.

Some of the strategies we use are:-

Strategy	Importance
Modelling	This is more than demonstrating. Through the teacher 'thinking aloud' it helps pupils to understand underlying structures, processes and conventions.
Explaining	Explaining is crucial in helping pupils understand abstract concepts and events that are outside their own experiences.
Questioning	When planned and correctly sequenced, questioning can promote higher order thinking skills and structure the development of knowledge and understanding.
Promoting investigation and problem solving	This allows each child to develop and explore appropriate levels of thinking skills and also take a degree of responsibility for their own learning

These strategies are adjusted to recognise the skills, interests and prior learning of individual pupils.

In line with the indicators of Quality First Teaching our teaching incorporates:-

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction and challenge for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

To ensure Quality First Teaching, we will create learning environments which:

- promote positive behaviours for learning
- promote positive working relationships
- are attractive and interesting
- challenging and stimulating
- organised, tidy and free of clutter
- well-resourced
- interactive through displays related to curriculum and children's work

(iv) The School Library

We aim to ensure our school library is

- accessible to all pupils according to the timetable;
- attractive, comfortable and inviting;
- well organised, encouraging children to become active readers and learners.

(v) The role of subject leaders

Leadership of Curriculum subjects is divided among the staff. Subject leaders are responsible for:

- Monitoring teaching in line with priorities agreed during Performance Management meetings;
- Monitoring planning and pupil's work to ensure consistency and progression;
- Contributing to the SEF and SIP for their area of responsibility;
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- Identifying the CPD needs for their subject and advising and supporting colleagues;
- Management of their subject budget and resources;

(vi) The role of governors

In order to achieve our aims we expect that the governors will:

- be well informed about all aspects teaching and learning; ;
- challenge and support the school to help ensure the implementation of this policy;
- monitor curriculum policies and the curriculum on a regular basis.

(vii) 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 regular parents' evenings;
- sharing pupils' targets;
- holding parents' 'information meetings' about specific curriculum areas in order to explain our school strategies;
- regularly updating information available to parents on our 'Learning Platform';
- making available Termly Curriculum Overviews of the topics that the pupils will be studying during that term at school;
- sending annual 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 home learning.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We expect parents to:

- promote a positive attitude towards school and learning in general;
- support and reinforce their child's learning at home;
- ensure that their child has the best attendance record possible;
- ensure that their child is in the school and collected on time;
- ensure that their child is equipped for school with the correct, named uniform and PE kit;
- encourage their child to become independent and self reliant;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- fulfil the requirements set out in the home/school agreement.

(viii) The role of pupils

In order to achieve our aims we expect that children will:

- behave appropriately as set out in the school Behaviour and Exclusion policy, the home/school agreement and the St. Peter's Key Code;
- listen to and respect the views of others;
- demonstrate positive learning behaviours including perseverance, resilience and independence;
- ask questions to deepen their understanding and learn from mistakes; discuss, review and evaluate their learning;
- discuss, review and evaluate their learning;

(ix) 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 monitored by the Headteacher and Governors and will be reviewed annually.