



**Keskowethyans**  
*Multi Academy Trust*

Date Reviewed by the Committee	08.02.16
Date Adopted by The Board	14.03.16
To be reviewed next	
Signed by Chair	

# Teaching and Learning Policy

Date policy sent to	Date
Secretaries	23.03.16
Lead Teachers	23.03.16
GS for Website	23.03.16
Relevant other i.e. Safeguarding Director/ Subject Co-ordinator	

## **Aims**

- To raise the standards of learning and the impact of teaching for all children.
- To encourage the aspects of teaching which contribute the most to pupils, attainment, progress and attitudes
- To recognise good practice in the classroom and identify strengths and weaknesses, to provide a basis for improvement
- To develop in children, through our teaching, positive attitudes to learning, high levels of self-esteem and the ability to work independently and critically

## **We will achieve this by:**

- continuously evaluating the effectiveness of our teaching and learning strategies and making changes where these are required
- valuing the commitment, contribution and enthusiasm of pupils, staff and parents
- continuing professional development for all staff
- staff meetings to discuss curriculum matters, policies etc.
- monitoring all aspects of school life
- effective management of the budget
- involvement of pupils, parents, staff and governors in decision making
- upgrading the environment and working conditions for pupils and staff
- providing a caring environment which promotes enjoyment and fun

## **The Teaching and Learning Environment**

We seek to develop a stimulating classroom environment where the following features will be evident:-

- Attractive and interactive displays of children's work and displays, which support the delivery of the curriculum
- A positive climate where children of all abilities confidently share their work, ideas and opinions
- Teaching should make intellectual and creative demands on pupils in order to extend their learning
- A variety of teaching styles will be evident and used appropriately.
- The classroom will be organised to reflect the style of teaching, the age range of the pupils and be appropriate to the subject being taught
- Resources should be efficiently organised and accessible to the children
- Learning Objectives will be clearly communicated to pupils. Every lesson should contribute towards pupil's development, or consolidation of knowledge, skills and understanding
- Teachers will promote, whenever possible, the application of the skills acquired through discrete subject teaching, in cross curricular activities and real life problem solving situations to develop a child's deeper understanding

## **Relationships**

The ethos of the School aims to promote positive relationships within the classroom and throughout the School

### *Relationships between children and teachers.*

Teachers create a purposeful working atmosphere by exercising authority clearly, promoting the aims of the school, in the context of the behaviour policy.

- Teachers support and enable pupils by purposeful intervention
- Teachers aim to develop self-discipline and encourage good work habits

### *Teaching Assistants*

- develop a good understanding of teachers' expectations of groups of children
- need to understand the work organised by the teacher, including the learning objectives
- support and adhere to the principles set out in the school behaviour policy.

## **Planning**

- Teachers planning includes clear learning objectives derived from the National Curriculum, the Agreed Syllabus for RE and “Values for Life”.
- Teachers’ planning is grounded in their prior assessment of pupils’ progress and achievement.
- Teachers plan lessons in which a range of teaching methods are used, appropriate for the subject matter and age range of the children
- Work is planned *for* teaching assistants, to enable them to understand the lesson objectives and activities. Good planning enables them to report back to the teacher, the outcomes of a lesson/activity

## **Assessment**

- Assessment both formal and informal is carried out in accordance with the Assessment and Recording Policy of the School.
- Children are informed of the outcomes of assessments and specific, achievable targets set for improvement.
- Standardised tests are used to identify individual attainment and enable steps to be taken to support children with Special Educational Needs.

## **Differentiation**

Teachers’ planning needs to take account of the differing needs of pupil such as those with specific difficulties and able or gifted children, and includes:

- The effective use of group work
- The effective use of learning support staff
- The development of Individual Education Plans & Individual Behaviour Plans

## **Monitoring and Evaluation**

Good evidence of the effectiveness of learning and teaching in the school is available from:

- Assessment data (especially in core areas)
- Work scrutiny
- Pupil conferences
- Lesson observations
- Governors’ visits to school
- Feedback from parents and carers

The school accesses all these sources of information and acts on the judgements made.