

Policy on Teaching and Learning

*'Come to the edge', he said
They said, 'We are afraid'
'Come to the edge,' he said
They came
He pushed them...and they flew.
Guillaume Apollinaire*

1 Purpose

1.1 This policy was developed in order that, through a shared understanding of the fundamental principles of teaching and learning, a common, high standard of education will be achieved throughout the school.

1.2 This policy was drafted through consultations with teaching and non-teaching staff, pupils and governors (including parent governors).

1.3 This policy needs to be read in conjunction with the school's SEN policy, Dyslexia policy and Marking & Feedback policy.

2 Introduction

2.1 At Holy Trinity 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 engaging and challenging. 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 future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

3 Aims and objectives

3.1 We believe that people learn best in different ways. 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:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people – both peers and adults;
- develop children's self-respect and encourage children to respect the ideas, attitudes values and feelings of others;
- show respect for all cultures and in so doing, to promote positive attitudes towards other people;
- 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; develop children's ability to make informed decisions;

- encourage children to take a pride in their work and the work of others.

4 Effective Teaching

4.1 There was an agreement that effective teaching will:

- reflect a thorough knowledge of the curriculum;
- take into account different learning styles and personalities;
- be energetic and maintain a good pace;
- be inclusive;
- employ a range of strategies and resources;
- demonstrate knowledge of progression and next steps;
- allow children to take risks;
- encourage children to develop independence and confidence;
- challenge the children's ability and thinking.

4.2 Pupils were asked 'what is a good teacher?'

- they need to be adventurous;
- they should be firm but fair;
- they are always ready to listen;
- they understand that all children learn differently;
- they communicate and explain things clearly;
- they make you feel safe;
- they are encouraging and empathetic;
- they have a good subject knowledge;
- they are supportive and make learning fun.

5 Effective Learning

5.1 There was an agreement that effective learning will:

- allow the children to apply their knowledge and skills;
- be purposeful;
- be exploratory;
- be personalised and reflect the children's interests;
- be calm, structured and build on prior knowledge;
- be visual, auditory and kinaesthetic;
- be engaging and challenging;
- reflect perseverance and risk-taking.

5.2 Pupils were asked for their views on learning. Their views were collated and fell into broad categories.

I find it easiest to learn when...

- *it is quiet and there are not lots of distractions;*
- *there is the opportunity to practise the skills;*
- *there is an example to follow or build on;*
- *there is a good range of resources available;*
- *we can share our ideas and talk about our learning;*

- *I feel safe and happy.*

I find it difficult to learn when...

- *there is lots of noise around me;*
- *I am rushed or there is a time limit;*
- *I do not listen to the teacher;*
- *the work set is too hard;*
- *something is different or unusual;*
- *I am embarrassed or feeling pressured;*
- *there are not things to support me on the table or on the IWB.*

6 Curriculum Content

6.1 Teachers are expected to produce long, medium and weekly plans, copies of which are kept in appropriate planning folders in the classroom and on the school's curriculum server, enabling regular monitoring by the Head and Senior Leadership Team.

6.2 Literacy and Numeracy are planned using the appropriate strategy/framework documents. Wherever possible cross-curricular links are made in literacy and numeracy lessons. Planning is monitored weekly by literacy and numeracy leaders.

6.3 Our long term creative curriculum plans detail the skill objectives and programme of study for each year group. Medium term plans give more detail of coverage and reflect the requirements of the National Curriculum 2014, the SDBE agreed RE Syllabus, and Early Learning Goals.

6.4 Weekly literacy, numeracy and foundation stage plans have clear learning intentions and success criteria and are based on teacher's knowledge of the children's level of attainment. Our prime focus is to further develop the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability with appropriate support and challenge.

6.5 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). Our weekly plans also contain information about the provision for pupils with SEN and those working at mastery, as well as the tasks to be set, the resources needed, and the way we intend to assess the children's work.

6.6 In the Early Years planning is centred around the continual assessment of each individual child using the Early Years framework. It is delivered within the six areas of development using a range of child-initiated and adult-led activities.

6.7 We evaluate all lessons so that we can modify and improve our teaching in the future. We have high expectations of all children, and we aim that they should take pride in their work at Holy Trinity School and that it should be to the highest possible standard.

6.8 We set end of year targets for the children at the start of each academic year and we share these targets with children and their parents. We review the progress of each child at the end of each term to assess progress, plan interventions and revise targets where necessary. Teachers also

mark work regularly to identify the next steps in children's learning, which in turn inform their short term planning. These next steps are shared with pupils by providing time for them to read the teacher's comments in their books and respond to suggestions made.

7 Inclusion and Homework

7.1 It is expected that the great majority of pupils at Holy Trinity will make at least the expected rate of progress through first quality, class based teaching. However, for some pupils this approach may not be sufficient and these pupils, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their full potential. Central to the effective planning of an intervention programme is the knowledge the teacher has of a particular pupil or groups of pupils. When considering pupils for either Wave 2 or Wave 3 interventions, a wide range of assessment evidence is drawn upon to support judgements made about pupil progress, including discussion with Special Educational Needs Co-ordinator, Teaching Assistants and parents (see SEN Policy).

7.2 Teaching Assistants are a valuable resource in our school and they work with groups to support learning and assist in classrooms.

7.3 Pupil Grouping

All classes are mixed ability. In order to meet the learning objectives and learning needs and provide appropriate challenge and support for all pupils, teachers use a range of grouping options across the year group and within their classes.

- ability groups across year groups (phonics in KS1; maths and spelling in KS2)
- skills based grouping (guided reading/writing)
- paired work (response partners) to facilitate discussion
- individual work
- pupil choice
- whole class groups

7.4 We believe that homework has the ability to consolidate and extend learning taking place within school if set appropriately.

8 The Role of Parents

8.1 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 discuss children's progress.
- sending an annual report 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.
- holding events to explain relevant developments in their child's education.

8.2 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 for partaking in activities.
- 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.

9 Use of ICT

9.1 We understand the vital role ICT plays in both learning and the future of our pupils. We are committed to providing opportunities that enrich the children's ability to interact with the world around them and display their learning.

9 Monitoring and Review

10.1 Staff development needs will be identified in line with this Policy, Teacher Appraisal and Continued Professional Development Policies. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

10.2 In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation;
- sampling pupils' work;
- sharing pupils' work throughout school and discussing quality;
- internal moderation of pupils' work;
- discussion with pupils.

10.3 This policy will be reviewed in three years, or earlier if necessary.

Signed:

A handwritten signature in black ink, appearing to be 'E. H. ...'.

Date: September 2015

Review Date: September 2018