C-16 Teaching and Learning Policy

Date of Last Review:	Summer 2019
Date of Next Review:	Summer 2023

Introduction

We provide a rich, stimulating and balanced curriculum which captures children's interests and inspires a love of learning. Our inclusive teaching strategies enable all pupils to realise their full potential. Learners develop their independence, resilience, empathy, critical thinking skills and confidence to embrace challenge. Children acquire a deeper awareness of their rights and responsibilities as global citizens now and in the future.

Pondhu's Curriculum Statement

Aims

•To provide for all pupils, whatever their ability, the opportunity to develop their talents to the full as reflected in article 29 which states that all children have the right to become the best that you can be.

•To provide a caring environment where all children can grow into independent, responsible people as stated in article 19 of the convention of the rights of the child.

•To support children in understanding the world in which they live through providing skills which are relevant to adult life. To be able to communicate effectively both verbally and written, to be able to read fluently and to be able to use numbers effectively.

•To provide a broad and balanced curriculum enabling pupils to achieve their full potential, in all aspects of school life.

•We aim to foster personal and moral values and to encourage an understanding of and a tolerance towards the various races, religions and cultures in our modern society because we believe that all children have the right to their own religious beliefs this is in line with article 14 of the UNCRC

•We recognise the importance of our environment and the need not only to care for our immediate surroundings but also the local community.

•To develop links between home and school, so that we can co-operate and ensure all children can achieve their best.

Effective Learning Environment

We recognise that children learn in different ways. Therefore learning opportunities should incorporate a range of strategies in order to engage children in learning and meet all learners' needs. These will include:

- investigation and problem solving
- research
- whole class work
- individual work
- paired work
- group work
- asking questions
- listening and observation
- using IT for presentations
- drama and creative activities

Learning spaces are organised to maximise the development of independence. This is achieved through clear labelling of resources that are tidied and looked after by pupils. Resources for different subjects are stored in clearly labelled cupboards and shared spaces.

At Pondhu, we pride ourselves on our enriched curriculum. Topics begin with an exciting 'entry point' in the form of topic boxes which engage and motivate the children and lead to questions which further inspire learning. We also ensure that during their time at Pondhu children experience a range of trips and visits that enhance their learning opportunities.

We also have a wide range of extra-curricular opportunities through clubs and other after school activities. Many of these are validated by Cornwall's Children's University so that the children accrue points to attend a graduation ceremony at the end of the year.

Effective Teaching

At Pondhu we are committed to providing high quality teaching for all our pupils. The following should be included in a well-paced lesson in which all pupils make progress in their learning.

- Planning clearly identifies the expected key learning for each subject / unit of work and builds towards secure knowledge and skills progression across the school.
- Learning objectives – a clear WALT(We are learning to..) is evident in pupil books and referred to during the lesson
- Success criteria – three criteria which are skill based wherever possible are used in every lesson and referred to regularly
- Plenary – time is available at the end of each lesson for pupils to reflect upon their learning and evaluate it using a RAG (red, amber, green) system (KS2) and smiley faces (KS1) against the success criteria
- Differentiation – Quality first teaching is evident in each lesson and differentiation is well matched to children's levels and next steps
- SEND – Individual targets and IEPs (individual education plans) / One page profiles are used to address specific learning goals
- Teaching Assistant and other adult input – support staff are utilised effectively and involved in planning and supporting aspects of the lesson as required. They have a good understanding of the needs of the children in their class and can support them effectively.
- Feedback and marking – (refer to policy)
- Assessment – (refer to policy)

Effective Learning

In response to effective teaching and the environment created by staff to allow children to achieve their best we have high expectations of our pupils.

- Pupils feel they are able to take risks with their learning approaches
- Pupils are not afraid to get things wrong and have the resilience to put things right
- Pupils responses are thoughtful and considered
- Fun within learning is evident
- Pride in work is evident
- Pupils celebrate their achievements with others
- Pupils take ownership of their learning
- Pupils reflect upon their learning and identify areas for improvement

Role of Parents/Carers

Parents and carers play a fundamental role in helping children to learn. They are informed about what and how their children are learning by:

- Holding regular consultation evenings and parent forums in which progress made and next steps are discussed
- Sending annual and termly short reports which indicate effort and attainment as well as next steps
- Offering support for parents/carers to ensure homework is supported effectively
- Holding parent/carer information sessions for various subjects to ensure all feel informed and able to offer support their child at home
- Providing information booklets for the coming term's learning through a termly Parents Forum

We expect parents/carers to support the school by:

- Ensuring children are regular attenders in school
- Ensuring children are punctual

- Providing uniform which meets the school uniform policy
- Encouraging independence
- Ensuring pupils are alert and ready to learn when they come to school
- Attend parent meetings and forums
- Upholding the home/school agreement

Role of Governors

The role of a Governor is essential in ensuring that they support, monitor and review the school policies on teaching and learning. In particular they will:

- Monitor teaching strategies by visiting and observing teaching practice
- Monitor the effectiveness of teaching and learning in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of teaching and learning policies through the school's self-evaluation processes such as Headteacher report to governors and subject leader reports.

Celebrating Success

Pondhu promote and celebrate excellence in a variety of ways. Pupil work is displayed in classrooms and on wall displays to promote subject specific learning. Work of a particularly high standard is displayed on the WOW work wall with teacher comments to explain why the work is being celebrated. Star pupil trophies are handed out each week for excellence in attitudes and achievement and reported on the weekly school newsletter. Achievement within lessons is also rewarded with house points for academic success and 'in it to win it' slips for good attitudes to learning.

Monitoring and Evaluation

This policy will be used to support the monitoring of teaching and learning throughout the school. It will be regularly reviewed with staff and governors and discussed with new staff in the school. Classroom observations will be completed using a standard proforma. Termly work scrutiny activities will be used to monitor marking, assessment and feedback and general standards.

Policy review

This policy was reviewed in Summer 2019 and will be reviewed every four years.

Prepared by   SMT