

	<p>Chenies School Teaching and Learning Policy</p>	<p>November 2016 Chenies/Policy/0047</p>	
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Chenies School Teaching and Learning Policy - draft

1 Scope

This policy specifies how Chenies School effectively teaches the pupils, ensuring they all have access to the curriculum to achieve their full potential. It also used as a tool staff self evaluation and professional development

2 Introduction

This policy is developed and reviewed by the staff of Chenies School to ensure it reflects what is known and agreed as best practice in school, locally and nationally. Chenies School endeavours to perform best classroom practice and ensure children's needs as learners are met.

3 Aims and objectives of Curriculum

The aims and objectives of Chenies School are:

- To provide consistency in the same high standards across the school and agreement on expectations;
- Children know what to expect from the learning environment and what is expected of them;
- All stakeholders and external agencies are aware of our common teaching practices;
- Discussions take place to clarify and review our own expectations of teaching;
- Staff have a framework of support for their practice, development, their deployment in the school and their induction;

In Chenies School we use the Skills Curriculum as our teaching approach.

At Chenies we believe that all our children can benefit from the methods and styles of teaching that stimulate and start the development of these higher order thinking skills, so we apply it to all of our pupils in an individually tailored way.

- questioning and challenging
- exploring ideas
- reflecting critically on ideas, actions and outcomes
- making connections and seeing relationships

The Skills Curriculum takes the National Curriculum content and uses a "thematic" (topic or theme) approach to teach multiple learning objectives across different subject areas. In avoiding narrow subject based lessons, pupils have the opportunity to see linkage between subject areas and learning objectives. Topics are used as starting points for the learning journey.

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4 Teaching and Learning

We agree that the following statements reflect good quality teaching:

Teaching:

- Is well planned, organised, flexible and purposeful for the children.
- Shows appropriate knowledge and understanding of the subject.
- Addresses the needs of all children through a variety of methods.
- Shows good interaction between the teacher and the children.
- Shows high expectations of attitudes to learning and achievement.
- Makes good use of all kinds of assessment to support, encourage and challenge children.
- Promotes the children's interests and motivation and makes them want to learn.
- Promotes at least good progress and attainment.
- Provision should include a high quality learning environment.

(see Appendix a)

All lessons have clear learning objectives

- Learning objectives are shared orally and displayed .
- All learning objectives are displayed and shared orally in child friendly language.
- Learning objectives are linked to pupils' learning and steps to success (S2S)
- The learning objective is written or stuck into children's books.

All lessons have well planned Steps to Success (S2S)

- All pupils are clear about how they will achieve the learning objective.
- S2S are displayed for the children to follow during the lesson or drawn up with the children
- Weekly planning includes S2S for each learning objective.
- Children use the S2S to self-assess their own or other children's work.
- Children are reminded of the S2S during the lesson through mini-plenaries – often children's work is used by the teacher to illustrate the S2S in action.

All lessons are clearly differentiated to enable all pupils to access learning

- All learners are challenged appropriately.
- Planning shows clear differentiation.
- A range of learning styles are catered for.

All pupils are actively engaged in learning and work co-operatively

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- Opportunities to *Think/Pair/Share* and discussions with a *Talk Partner* are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner.
- Children help and encourage each other

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- Everyone participates
- Children explain their ideas clearly and in full sentences.

5 **Talk for Learning**

We believe it is important for pupils to talk during lessons

When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others.

At our school we believe that talking is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking. *Think/Pair/Share* and *Talk to your partner* are regular features in all lessons.

6 **Questioning**

Learning is enhanced through effective use of questioning

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by

- Using open ended questions.
- Providing wait time- (3-5 seconds), pupils need time to think through their answers before replying.
- Providing thinking time by giving an advance warning, such as '*In two minutes I am going to ask you....*'
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with '*We think that...*'
- Ensuring pupils fully understand the question.

7 **Feedback**

All pupils receive regular and clear feedback which enhances learning

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- Individual/group targets are set half-termly for Reading, Maths and Writing during Pupil Progress Meetings with class teachers and SLT.
- When marking children's work, the main focus is on meeting the learning objective, S2S and/or targets. Evidence is highlighted, or commented on.
- Marking identifies next step prompts.
- Children are expected to regularly respond to marking and self-assess.
- Pupils are given regular time to address issues raised in marking.
See 0017 Assessment and Marking Policy

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8 Behaviour Management

Learning is enhanced through the use of effective behaviour management

Effective, positive behaviour management is used to foster a positive learning environment in the classroom. For further details, please refer to our Behaviour Policy 0019.

Learning is enhanced through the effective use of additional adults

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times. **They are not photocopying work, sharpening pencils or sticking work in books during learning time.**
- They are clear about *who* they are supporting and *why*.
- Planning is shared in advance with teaching assistants.
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning.
- They are involved in assessing pupil's understanding and feeding back to the teacher.
- Teaching assistants to annotate in books to indicate support – see 0017 marking policy.

9 Plenaries

Learning is enhanced through the effective use of a plenary and mini plenaries

Review what has been learned

Reflect on how it has been learned.

Reviewing learning is a key to memory and not confined to the end of the lesson. Teachers review throughout the entire lesson and constantly refer students back to the S2S of the lesson and reinforcing prior learning.

Encourage pupils to reflect on what they have learned and what has helped them to learn.

Use prompts like:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task, what would it be?

10 Classroom environment

Learning is enhanced through an engaging and purposeful classroom environment

Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

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11 Early Years Foundation Stage

Teaching and learning in the Early Years Foundation Stage. See 0024 EYFS policy

All of the principles stated in the schools teaching and learning policy applies to the Early Years Foundation Stage and we recognise that learning begins at birth and continues throughout life. We acknowledge that everyone has the ability to be a competent learner, regardless of disability or other special needs.

All children follow the Early Years Foundation Stage curriculum. The principles which guide the work of all early years practitioners are grouped into four themes:

A Unique Child –Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – Children learn to be strong and independent through positive relationships.

Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development – Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

They foster the characteristics of effective early learning

- Playing and exploring
- Active learning
- Creating and thinking critically

Teaching and Learning Aims

- That teaching should recognise that early years is a distinctive phase of education requiring specialised teaching to a developmentally appropriate curriculum.
- To observe, support and extend the individual child's learning and to recognise that they are entitled to learn at their own pace and in their own way.
- To enlist parents and carers as teachers and learners in a partnership approach, for the benefit of all.
- Engaging children in focussed activity
- Maintaining and developing a stimulating, welcoming safe and challenging learning environment
- Working as a team to ensure that all children reach their full potential

Outdoor Provision

All children in the EYFS have access to the outdoor learning environment for the majority of each session. The outdoor learning environment is valued as half of the curriculum and is organised into areas of provision that promote the seven areas of learning in the EYFS curriculum.

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12 Partnership with Parents

At Chenies we recognise the importance of parents as children's first educators and the important role the home learning environment plays in the development and education of the young child. We develop our partnership through:

- Parent workshops
- Regular parents meetings
- Whole school celebrations
- Daily opportunities to talk to your key person about your child's learning and development

We regularly monitor our provision to ensure every child's learning is well supported and builds on children's own home, cultural and linguistic backgrounds. We use materials, equipment and displays which reflect the home languages, cultural and ethnic diversity of the children, the local community and wider world. Children will be learning English through real life, every day, meaningful experiences and through interacting with other children and staff.

13 Monitoring

Monitoring takes place through the School's aims, plans, policies and practices and feeds the evaluation cycle.

Monitoring will take place through lesson observations, scrutiny of work, planning and assessment, pupils interviews, learning walks, good work board and lesson studies.

14 Approved

Head Teacher

Printed Name: _____

Signature: _____

Date: _____

Governing Body

Printed Name: _____

Signature: _____

Date: _____

