

Teaching and Learning Policy

Definition of Learning

We define learning as:

- The process of building new concepts, knowledge, skills and attributes through a variety of experiences. It involves a change in the brain where the person knows something at the end of the lesson or session that they didn't know before.
- The refinement of existing concepts, knowledge, skills, attributes and behaviours through thought, experience and shared communications;
- The development of positive personal characteristics;
- Making sense of and enjoying the world around us and discovering where we fit into it
- A continuous, lifelong process of personal development.

Principles of Effective Learning

We believe that children learn best when:

- They feel happy, comfortable and safe; their confidence and self-esteem are high and they enjoy positive, trusting relationships with adults and peers.

They are challenged, encouraged and supported by peers and adults, including family; or while adults and older children provide good role models as learners and members of the community children will flourish.

They fulfil their potential when the learning environment is stimulating and properly resourced.

Learning is enhanced when teaching is authoritative, purposeful, positive, well-paced, varied and stimulating. Teachers where ever possible use concrete first hand experiences to form early concepts. At this school they are actively engaged in the learning process and our teaching takes account of their individual needs and interests. Learning is primarily fun, practical, purposeful and practised so that learning can be embedded. To help children to feel happy, comfortable and safe, we implement appropriate induction and transition arrangements. We smile at them, greet them and ask about their welfare. We make time to listen to what they have to say. We show them that we work

closely with their families in support of their welfare and education. We treat them fairly and consistently. We rigorously implement equal opportunity, anti-bullying and race equality policies. We ensure that the school is visually attractive and welcoming. We ensure that they feel 'ownership' through personal spaces, name tags, etc. We provide opportunities for physical movement in learning activities as well as using songs, rhymes and anecdotes as mnemonic strategies. We provide opportunities for relaxation/energising in and between activities and use music to create appropriate moods. To help build children's confidence and self-esteem and to enable them to develop positive, trusting relationships with adults and peers, we will give them opportunities to take part in circle time, role play, show & tell, choose, do-review, class assemblies, school council etc. Children make use of learning/talking partners, peer assessment and collaborative working; We use a range of reward systems. We display their work and help them to display their own work attractively and look for opportunities to catch them doing well and to celebrate it we ensure that they experience success and praise every day and give constructive feedback verbally and in writing. Teachers use positive language and open ended questioning and encourage pupils to do the same. We acknowledge and celebrate their special days, including birthdays where appropriate and talk to them about their own lives, hobbies, interests and cultural background. Also we celebrate variety in culture, religion and language and show respect for them and their contributions. We ensure that children are challenged, encouraged and supported by peers and adults. We will inform parents about the curriculum and what they will experience in the next half term as well as the end of year expectations. We communicate termly with parents about their child's progress and communicate to children's families that we value their contribution. We set homework of "reading each evening" and practising weekly spellings appropriate to their age and ability and monitor its completion and involve them in self-assessment and the identification of appropriate new targets. They are involved in collaborative working and use target setting information and other assessment procedures to track their progress and identify their learning needs or the need for additional help. Teachers enable them to share achievements through displays, reading aloud their stories etc and provide a range of extra-curricular activities to enrich childhood.

Checklist for teachers

Informed by pupils' prior attainment and learning, my planning ensures age appropriate coverage of the National Curriculum.

My planning breaks learning down into small steps I communicate these well to my support staff. I consider the child's age and so do not keep pupils too long on the carpet and ensure they learn through play in early years and key st 1- employing a carousel of zones, and I do mini plenaries.

There is a balance of child led and teacher led learning.

I review my planning/teaching to reflect on effectiveness and coverage adapting pace.

I have a clear learning objective.

My resources are to hand and I have fun practical activities, drama, group work, quizzes, debates, note taking on various media, baking, trips, outside work, use of IT, songs, researching, making own books, performing poems and using many creative experiences to ensure children are able and keen to achieve that objective.

I have differentiated to scaffold and stretch and I adapt teaching to ensure children don't drift off and become bored.

I am fair, kind and smile and use positive behaviour management.

I consistently use school rewards and sanctions.

I use eye contact, body position , praise and (quantifying) pacing to ensure children are on task I use the agreed "magic words" when managing behaviour.

I monitor children from class to yard to ensure safe sensible transitions.

I give constructive feedback acknowledging the child's achievements and where appropriate recommending next steps.

I accept that it is my responsibility to teach in a way that ensures children learn more skills or information and remember these.

A handwritten signature in black ink, appearing to be the initials 'JN' or similar, written in a cursive style.

Signed 9.12.19 on behalf of governing body

Next review Dec 2020

