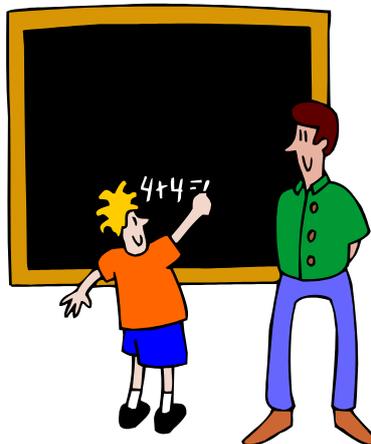


TILERY PRIMARY SCHOOL



Together Promoting Success

Teaching and Learning Policy



Ratified by

Curriculum Committee Date: Autumn 2018

Signed by Chair of Governors

L Miller Date: 13.12.2018

Signed by Headteacher

J P Repton Date: 13.12.2018

Shared with staff Date:

To be reviewed: Autumn 2020

Rationale

At Tilery Primary School we believe in the concept of lifelong learning. We want our pupils to be resilient, resourceful, responsible learners who are equipped with the confidence, skills and attitudes to be successful life long achievers. Through the Teaching and Learning Policy we aim to promote best practice and to establish consistency across the whole school. Our common purpose is to ensure that our children are provided with high quality learning experiences that lead to a consistently high level of achievement.

Aims

We aim to provide our children with a broad, balanced and creative curriculum, supported by a rich and varied learning environment. Through these, and our teaching, we want our children to develop their skills and abilities to enable them to reach their full potential.

The aim of this policy is:

- to ensure high quality teaching and learning experiences for children of all abilities;
- to provide a framework for teaching and learning within which there is flexibility and scope for creativity;
- to provide coherence of approach and consistency of expectation;
- to raise attainment by increasing levels of child motivation, participation and independence;
- to promote reflection on, and sharing of, good practice;
- to promote an understanding of how learning takes place;
- to inform teachers, children, parents, governors and the wider community about the aims and processes of teaching and learning.

Effective Learning

We acknowledge that people learn in many different ways and recognise the need to develop strategies that allow all children to learn in ways that suit them best. We take into account these different forms of intelligence when planning teaching and learning styles. We offer opportunities for children to learn in different ways, these include:

- investigation and problem solving;
- research and finding out;
- independent work;
- paired work;
- group work;
- whole-class work;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching media, responding to musical and recorded material;
- designing and making things;
- participation in athletic or physical activity;
- after school clubs;
- guest visitors and performers.

We recognise that learning will be most effective when:

- the environment is secure, stable and stimulating;
- children' self-esteem is high;
- children understand the purpose of the learning and see relevance to their own experience;
- children understand the ways in which learning takes place;
- the learning builds on prior knowledge and understanding;
- success criteria are explicit and models are provided;
- the learning is active and collaborative;
- questioning, reflection, and discussion are encouraged;
- independent learning and thinking is facilitated and encouraged;
- there are opportunities for creativity and utilising different learning styles ;
- children can self assess, know what they need to do to improve and are able to set appropriate targets;
- children have opportunities to transfer skills, knowledge and understanding to other contexts.

Planning and preparation

- Lessons are planned with clear learning outcomes, success criteria and challenge for all children.
- Planning allows for a variety of learning styles and provides opportunities for developing independent learning.
- Teachers make use of all available information, both statistical and personal, to set clear, realistic, yet challenging targets and to plan differentiated learning outcomes.
- Lessons are planned to build on prior learning and ensure continuity and progression.
- Opportunities for developing English, Mathematics, ICT skills and cross-curricular elements are integrated into lesson plans wherever possible.
- Planning makes provision for the effective use of TAs.
- Appropriate and stimulating resources are organised prior to the lesson.

Lesson Structure

Start of the Lesson:

- the start of the lesson has a clear focus, using activities which immediately engage the learner;
- the expected learning outcomes are shared with children, in the context of prior learning, to ensure they understand what they are doing and why;
- the success criteria by which the learning will be evaluated are made clear.

The teacher should:

- present lessons with clarity, enthusiasm and pace, ensuring timings are clear and adhered to;
- model activities and processes, making their thinking and decision-making explicit to children;
- provide appropriate levels of scaffolding to support children's learning;
- use a variety of questioning techniques to probe and develop children understanding;
- give constructive, positive feedback on work in progress;
- provide opportunities for success for every child and seek frequent opportunities for praise;
- demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate.

Children should:

- work effectively and purposefully in a range of contexts;
- be prepared to share their learning and ideas in an atmosphere of trust;
- ask questions where appropriate ;
- support one another, working collaboratively, recognising that the contributions of all are valid;
- undertake self-assessment or peer assessment, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement;
- know where to go for help and recognise that further progress can always be made;
- be able to select appropriate learning resources to help develop their own learning ;
- work with increasing independence, developing the skills to become life-long learners;
- make increasing use of ICT to develop their learning, accessing a wide variety of resources and using appropriate methods to present and showcase their work to a wider audience, with this being motivation for quality content and presentation.

End of the Lesson:

- the teacher creates the time to review lesson objectives and learning outcomes;
- children have the opportunity to identify their own progress and set themselves appropriate targets;
- children receive supportive feedback from the teacher or their peers where appropriate;
- opportunities are provided to celebrate success.

Assessment for Learning

- children receive regular developmental and motivational feedback in a variety of ways to enable them to progress;
- feedback will sometimes include quality written comments which recognise the strengths of a piece of work and identify targets for improvement in a constructive and appropriate way;
- children are given the time to be able to act upon the advice they are given to improve their work;
- frequent opportunities are taken within lessons to provide immediate verbal feedback;
- children are encouraged to judge the success of their own work and set themselves targets for their own improvement;
- children are made aware of the criteria for making further progress .

Role of the Parents/Guardians

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 they can make further improvement;
- holding informal sessions to explain to parents how they can support their children with their learning.

Monitoring

The school has a rigorous cycle for monitoring teaching and learning. The Leadership Team, in addition to subject leaders and Governors take prominent roles in this cycle, monitoring the quality of teaching and learning across the whole school. This is conducted within an environment of trust and respect for all.

Monitoring provides a clear picture of the quality and consistency of practice across school and the process involves:

- lesson observations;
- scrutiny of pupils' work;
- internal moderation of pupils' work;
- interviews with pupils';
- learning walks;
- environment audits.

Organisation of Resources

There are a wide range of resources to support teaching across the school.

Individual class teachers and subjects leaders are responsible for the correct storage and appropriate use of resources (see individual curriculum policies for additional information).

Signed: Assistant Head Responsible for
Teaching and Learning

Date:

Signed Chair of Governors

Date: