

LEARNING AND TEACHING POLICY

September 2016

Responsibility: Anya Salisbury

Review Date: September 2018



Rationale

It is our aim at Dovers Green School that everyone has the opportunity to develop in confidence and strive to continually improve within an environment in which they feel valued. Through teaching and learning we aim to promote fundamental British values together with the spiritual, moral, cultural, mental and physical development of our pupils. Teachers plan using the National Curriculum and Development Matters and all members of staff are fully committed to improving the outcomes for every child.

Aims

- To foster respect for one another, the school environment and the local community.
- To develop a culture where everyone is encouraged to strive to improve and realise that through their own hard work and practise they will make more progress.
- To share good practice within the school environment.
- To strive to ensure equal opportunity for each child to develop socially, emotionally, intellectually and physically.
- To discourage any form of discrimination or intolerance on grounds of sex, colour, religion, language or social background.
- To develop independence and increased confidence with a sense of responsibility for their own learning.
- To use a variety of teaching methods to deliver the Foundation Stage and the National Curriculum. Emphasis will be placed on the importance of practical activity, observation, investigation and oral discussions, which are related to meaningful tasks.
- To provide an environment secure enough for everyone to take on challenges, to learn from their own and other people's mistakes and successes.
- To foster good home/school links.
- To actively involve governors and parents with the life and work of the school.
- To liaise with local schools and the community.
- To share a whole school behaviour and discipline policy.
- To teach and encourage all children to lead a healthy lifestyle.

Learning

Children learn best when:

- the curriculum taught is relevant, challenging, motivating and purposeful.
- learning is presented in an exciting, stimulating and positive way.
- the curriculum is broad and balanced.
- their preferred learning style is being addressed.
- they are comfortable, safe and happy in their environment.

Children learn by being taught in a variety of ways - visual, auditory or kinaesthetic.

- listening to information being imparted and responding appropriately.
- finding out for themselves (e.g. hands on, have a go, audio visual resources, artefacts, books, and evaluation of their own work and others).
- making and doing (ensure that practical apparatus is available to support all areas of the curriculum)
- solving problems (based on knowledge gained previously).
- finding out from others by interaction in a group taking a collaborative approach. (encourage questioning skills, develop children's own knowledge and share, class discussions, visits and visitors).
- developing ideas using pictorial stimulation and artefacts.
- developing skills (e.g. mounting their own work, encourage self checking skills, develop role play, write for real audiences, adopt methods and techniques of various artists and designers).

- reinforcing and practicing what they have learnt.

Relationships:

- Our approach is positive and we believe that praise coupled with 'growth mindset' comments and an understanding that you can 'grow your brain' is motivating.
- High self-esteem and self-worth is the key to the child's growth and development.
- Reference to be made to the school Behaviour and Discipline policy.

Expectations:

- Pupils must know what is expected of them and be given this information in a clear way.
- There must be consistently high expectations of staff and pupils.
- There must be a shared understanding of and adherence to classroom procedures that are consistent and fair.

There must be a whole school approach to training children in classroom management to maximise teacher time for professional expertise. This will ensure:

- a purposeful learning environment.
- stimulating resource areas for children to use.
- resources that are accessible, clean, tidy and sufficient.

Organisational Strategies:

All classes incorporate the outdoor environment into their planned curriculum.

We aim to:

- organise the room to meet the needs of every child in the class and to meet the planned objectives within the school.
- arrange the furniture for best possible ease of movement and access to resources and to specific teaching/learning areas to enable whole class teaching and learning, individual work and specific teaching and learning activities.
- encourage the children to be independent by being responsible for themselves and for the equipment in class, know where to find it, how to treat it and where to put it away.

The Learning Environment

A supportive physical environment is where:

- the school and classroom environment is clean, comfortable and aesthetically pleasing. Meaningful displays must be well presented with a combination of child/teacher input.
- the children take pride in the ownership of their classroom through general tidiness and maintenance and care for people, resources and possessions.
- there is appropriate furniture within budgetary constraints.
- due attention is given to safety and security.

In every mainstream classroom there will be: -

- a writing area
- a listening corner
- an individually named drawer for each child
- a book corner
- a maths area/display
- an investigation table/interactive display linked to the current topic
- art equipment
- displays of children's work
- regular access to laptops, IWB and other ICT equipment

In year two each class will have a WOW board. Each week children will identify a piece of their own work to celebrate and be able to articulate why they have chosen it.

Teaching

Role of the Teacher is to:

- plan effectively, identifying learning objectives and sharing these with the children both orally and in written form.
- explain to the children the purpose of their learning and what they've got to do to be successful in their learning.
- teach in a variety of different styles and ensure that everyone is involved. Teaching methods to include exposition, explanation, demonstration, discussion, practical activity, investigation, testing and problem-solving. To make investigative work open-ended.
- use teacher expertise, knowledge, questioning and skills to benefit the pupils. Ensure that open questions and 'why and 'how' questions are used.
- use time effectively maintaining pace in lessons.
- use ICT in lessons planned across the curriculum.
- to match the activity to ability of the child in class, group and individual work
- use specific learning objectives to be used for assessment
- develop the potential of plenary sessions
- help children evaluate their work through marking
 - to ensure that pupils clearly understand what is required by: ensuring the learning objectives and success criteria are clear.
 - giving clear instructions.
 - clearly defining realistic and high expectations requiring the children to work at a good pace and have an understanding of quality and quantity required by certain deadlines.
 - providing access to appropriate resources.
 - researching, planning and preparing work.
 - establishing good listening situations.
 - ensuring children know the audience for their work
 - providing and planning for feedback and review times.
 - ensuring that pupil attainment feeds directly into the planning process to provide challenging work or reinforcement activities where necessary.

Skills required to teach effectively include:

- organising adult support in the classroom.
- the ability to give clear instruction and task setting.
- identification of clear objectives for assessment known by the child and the teacher.
- use of skilful questioning to encourage thinking and active responses.
- appropriate and purposeful intervention in pupils work.
- using children's work as good models (discussion, display).
- enabling children to think.

Effective teaching will be enhanced by the teachers:

- enthusiasm
- motivation
- knowledge
- commitment
- planning and preparation according to school procedures
- support given by the Headteacher and the Governing body
- good time keeping
- liaison with colleagues
- positive reinforcement
- appropriate training for career and personal development
- feeling valued.

Effective teaching is more likely when the teacher knows and understands exactly what is to be taught. Planning, curriculum policies, guidelines and effective continued professional development guide this.

Teachers must use a variety of teaching techniques and styles depending on the content of the lesson, to include individual, group and class teaching.

There must be appropriate groupings for tasks for class, group, individual, directed, guided, independent, individual, co-operative and questioning activities.

Planning for Learning and Teaching

Curriculum Planning includes:

- priorities from data and assessment analysis and the School Development Plan.
- planning for progression, using assessments, differentiation and awareness of needs of all abilities.
- planning and setting realistic goals with high levels of expectation.
- use of concept maps to allow children to indicate their personal knowledge on a topic when appropriate particularly at the beginning of new work. Review their knowledge similarly at the end of the work.

The planning process includes:

Long term planning ensures coverage and balance across the curriculum. Topics for Key Stage 1 include the foundation subjects where possible. Religious Education is taught as a discrete subject. Links with the core subjects are made when appropriate to make learning meaningful. All teaching staff are involved in long term planning.

Medium term planning ensures coverage according to the National Curriculum, Foundation Stage curriculum, and Surrey Agreed Syllabus for Religious Education and school subject guidelines. Opportunities for assessment are identified in medium and short term planning.

Short term planning is undertaken by individual teachers and is used to focus day to day teaching and assessment.

The subject leader's role is to:

- establish and secure commitment and enthusiasm and have a rationale for the subject.
- establish and ensure high standards by building on current best practice.
- contribute to improving levels of pupil achievement.
- ensure good resourcing, within the constraints of the budget.
- order and organise resources from the available budget.
- monitor long, medium and short term planning to ensure coverage, continuity and progression.
- acquire the skills, abilities, knowledge and understanding required in their subject to assume this role.
- monitor, support and motivate other teachers of the subject and set targets for improvement in order to improve the quality of teaching and learning.
- contribute to policy development at subject level and schemes of work meeting the requirements of the Foundation Stage and the National Curriculum and guide on teaching methods.
- establish practices for assessment working alongside the assessment co-ordinator.
- lead by example.
- link with subject leaders of neighbouring and feeder schools.
- liaise with head, colleagues and governors.
- when appropriate, to co-ordinate curriculum area displays.
- organise and lead INSET sessions suited to the needs of the staff.
- to review the policy in accordance the policy schedule.

Role of the Teaching Assistant

(Refer to individual job descriptions)

To support the class teacher and children's learning by:

- working with groups/individuals
- communicating children's achievement to the teacher
- giving feedback on children's development
- making formal observations

- referring to weekly planning
- being proactive during the class teachers input supporting and encouraging individual children
- being involved with creating a learning environment
- being committed to the care and well being of children
- being aware of up to date issues and attending relevant courses
- keeping up to date with the current ISP
- liaising daily with class teacher
- liaising with class teacher and SENCo re: SEN Support Individual Support Plans (ISPs).

The headteacher's role is to:

- establish an agreed framework for approaches to learning and teaching in the school.
- ensure implementation of the Foundation Stage and the National Curriculum and establish agreement as to the whole curriculum of the school.
- achieve agreement for proportions of time to be allocated to the various subjects over the year.
- ensure sufficient and appropriate resources to support the delivery of the curriculum, within budget restraints, and ensure good organisation and accessibility of these resources.
- ensure whole school approaches to planning and policy making.
- monitor progress, review and evaluate in a continuous cycle and action plan accordingly.
- liaise with other key stages and playgroups.
- establish the Appraisal process for all teachers and teaching assistants.
- keep governors informed.
- attend courses to keep up to date with current issues.
- inform volunteer helpers on how they can support children's learning.

Equal Opportunities

The National Curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning to develop knowledge, understanding, skills and attitudes necessary for self-fulfilment and development as active and responsible citizens.

The four main purposes of the National Curriculum are:

- to establish an entitlement
- to establish standards
- to promote continuity and coherence
- to promote public understanding

Assessment and Record Keeping

Refer to the School Assessment policy.

Children learn best when:

- attention is paid to formative assessment, future planning and recording.
- pupils are involved in the assessment process.
- assessment is continuous and progressive.
- recording is standardised and agreed throughout the school.
- assessment and record keeping is/are simple, useful and easily understood by all who use it/them.

Special Educational Needs and Disability

Refer to school policy.

Inclusion

With regard to pupils, inclusion supports the provision of effective learning opportunities for all and key to this is improving pupils' self-esteem. We provide a broad and balanced curriculum and the Foundation Stage and the National Curriculum is the starting point for our school curriculum, which meets the specific needs of individuals and groups of pupils. Teachers modify as necessary the curriculum to provide all pupils with relevant and appropriately challenging work in Reception and Key stage 1. Our inclusive curriculum considers three principles:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We also provide curricular opportunities outside the National Curriculum to meet the needs of individuals or groups e.g. after school football, gardening club.

Regarding other aspects of inclusion the school actively considers the following areas:

- Planned induction programme for our new intake each September.
- Liaison with parents to ensure effectiveness.
- New staff to the school are provided with a range of opportunities to meet and discuss issues with existing staff.
- NQTs are provided with a named mentor.
- Management, career and professional development opportunities are available for all staff.
- Opportunities are in place for governors, staff and parents to meet annually.
- Communication systems are key in the efficiency of the school.
- The school building is physically accessible to all people.

Early Years Foundation Stage

It is vital that the educational provision made for children at this time is of the highest quality. Effective education will be provided by good teaching and planning and resources matched to the developing abilities of the children. The previous sections in the Learning and Teaching policy apply to Foundation Stage and KS1 children. The Early Learning Goals emphasise the importance of an appropriate curriculum, which is well planned with clear and challenging objectives, together with effective teaching.

Other Policies

It is important that links are made to other policies:

Assessment	Equal Opportunities	PSHE
Attendance	Homework	SEND
Behaviour and Discipline	Inclusion	EYFS