SHANKLEA PRIMARY SCHOOL

Teaching and Learning Policy

Policy Control Details			
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Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
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Teaching and Learning Policy

This Teaching and Learning Policy has been written in consultation with the staff of Shanklea Primary School. It has been approved by the Governors and will be reviewed annually. It aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. Children learn through their total experience. This policy guides what children do, what teachers do, how time is managed, the organization of the classroom and what the school as an organisation does to create an effective and well managed learning environment in which the individual needs of each child can be met.

Our Teaching and Learning Policy is linked to the School Aims.

Teaching

Quality Teaching exists when teachers:

- Have a secure knowledge and understanding of the subjects they teach.
- Set high expectations as to challenge children and deepen their knowledge and understanding.
- Plan effectively.
- Employ methods and organizational strategies which match curricular objectives and the needs of children
- Manage children well and achieve high standards of behaviour.
- Use time and resources effectively.
- Assess children's work thoroughly and constructively, and use assessments to inform teaching.
- Use homework effectively to reinforce and/or extend what is learned in school.
- To provide effective feedback through verbal and written means.

Approaches to Teaching

Efficient planning and classroom organization are vital for effective learning to take place. Teachers should ensure that the objective of each lesson is made clear to the children and to adult helpers. It is important that activities are well planned so that each child is working at the correct level, that they begin promptly and that the initial pace is maintained. There should be a good balance of individual, group and whole class teaching. Teachers must choose carefully the style of teaching which is most effective and groups should differ in composition and size for different activities. There may be several different activities in progress and at these times the teacher will be helping mainly one group or individual whilst the remainder should be involved in planned activities that do not require teacher input. It is important that while this is in progress children stay on task.

This can helped by:

- Having well organised and labelled resources
- Taking time to train children in procedures.
- Making sure that children are aware of what they must do when they have completed an activity.
- Making children aware that the teacher does not always have to be first in line of contact. Other children, students, classroom assistants and volunteers can be used.
- Making appropriate use of other trained adults in the classroom

Equal Opportunities

All children have the right to equal opportunities. Teacher's expectations of behaviour and performance by all children should be the same. Groups, lines and all activities should be mixed where possible. All children should be given equal access to, and encouraged to take part in, all activities.

Assessment, Record Keeping and Planning

This is an integral part of the teaching and learning process. Teachers should use the children's previous records and reports to set targets and inform the next stage of planning. The children's attainments will help in providing suitable groupings and to set work at an appropriate level. All teachers should keep APP records for children in the Core Subjects of English, Maths and Science. School has a policy for Assessment and Target Setting which must be adhered to.

Supply Teachers

There are cover files for Supply Teachers in each classroom. The Teachers planning file should be available showing weekly and termly plans.

Volunteers

Volunteers are a valuable resource and we should welcome their involvement in the classroom. They may help in many ways across the whole curriculum. Help can be on a regular basis or a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved.

Resources

Furniture should be arranged for ease of working and to support independent learning. Materials should be well organized, be of good quality, be clean, tidy, attractive, accessible and labelled. Children should be taught that we all have a duty of care for equipment. All shared resources and equipment should be returned promptly to its storage place. Everyone should be encouraged to take responsibility for their environment both within and around the school.

Learning

Effective learning takes place when children:

- Are happy
- Are learning in their preferred style
- Achieve success and gain approval
- Are given tasks to match their ability
- Clearly understand the task
- Are confident, feel secure and are aware of boundaries
- Can transfer knowledge
- Are interested and motivated
- Become actively involved.
- Are challenged and stimulated
- Regularly review what they have learned.

Learning Styles

Visual Learners need to see the teacher's body language and facial expressions to fully understand the content of the lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions. They might think in pictures and learn best from visual displays.

Auditory learners learn best through discussions, talking things through and listening to what others have to say. They interpret the underlying meanings o speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

Tactile/Kinaesthetic Learners need a hands on approach, actively exploring the physical world around them. They may find it hard to sit for long periods and may become distracted by their need for activity and exploration.

Thinking Skills

Strategies for developing Thinking Skills should be integrated within all curriculum areas. All National Curriculum documents promote the use of key skills. Opportunities for improving techniques should enable children to:

- Be stimulated to think about, and make sense of, concepts in their own way
- Pose problems that generate investigation
- Perform an activity that may result in generating a problematic situation.
- Employ reasoning skills
- Make enquiries
- Develop questioning abilities
- Build confidence in own opinions
- Value others ideas
- Share their feelings
- Develop creative thinking
- Talk about their learning
- Make choices
- Build on previous learning
- Be self-reliant
- Develop information processing skills in ICT
- Transfer abilities
- Evaluate

Learning Environment

This should be organised to ensure that the children have the opportunity to:

- Work individually, in groups, as a class and in mixed age groupings
- Make decisions
- Work co-operatively
- Be creative
- Discuss their ideas
- Develop social skills

- Use initiative
- Receive support
- Achieve academically

Learning takes place in an environment which:

- Is challenging
- Is peaceful and calm
- Is happy and caring
- Is organised
- Is well resourced
- Makes learning accessible
- Is encouraging and appreciative
- Is welcoming
- Provided equal opportunities
- Provides a working atmosphere

Children should be encouraged to develop organizational skills and independence through:

- Appropriate tasks
- Confidence building
- Example
- Co-operation
- Provision of suitable opportunities
- Responsibilities

Display

Display in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standards and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum. Interactive displays are encouraged. Parents are invited into School to see their child's individual efforts and their class' contribution to the whole School theme.

Routines and Rules

Routines and rules in the classroom contribute to the healthy learning environment. To be effective they should be:

- Agreed by the children and clearly understood
- Fair and consistent
- Realistic and positive
- Kept to a minimum but enforced
- Daily activities with which the children are familiar.

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of our School Behaviour Policy.

Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an on going process in all aspects of school life, by:

- Verbal or written praise by teachers, support staff, peers Head teacher and parents
- Displays of work
- Opportunities to perform or share
- Encouraging self esteem
- The awarding of stickers, castle stars, certificates and behaviour awards.
- Sharing success during Assemblies.

The children should be encouraged to reflect upon their achievements and be involved in self-appraisal and target setting.

Modelling

All staff have the responsibility to foster positive attitudes towards teaching and learning. By setting an example to children and peers the ethos of the School should be maintained.