

## **TEACHING AND LEARNING POLICY**

**Reviewed Summer 2017**

**We aim to provide a rich, structured and caring environment offering a varied and balanced curriculum with opportunities for everyone. All pupils are encouraged to acquire skills and attitudes that will enable them to develop:**

- ❖ positive self-esteem and confidence in their own abilities
- ❖ a lively enquiring mind and a willingness to learn
- ❖ the ability to question and think for themselves (Reflective- Wise owl)
- ❖ qualities of individuality, imagination and sensitivity
- ❖ independence (Reciprocal- Team Ant and Resourceful- Sensible Squirrel)
- ❖ the ability to work hard and persevere (Resilience- Tough Tortoise)
- ❖ a sense of respect for others and an awareness of the needs of others (Reciprocal)
- ❖ the knowledge, skills and practical abilities needed to help them succeed in a changing world
- ❖ an understanding of the world and their place in it and a respect for the religions and moral values of others regardless of their gender, colour, race or ethnic origin
- ❖ a respect for property and possessions, both their own and other people's

Teaching and Learning is the foundation of school life. Other key documents relevant to this policy are our Monitoring Policy, Assessment, Recording and Reporting Policy, Equality Policy and SEND Policy.

**In this school all pupils are entitled to access:**

- resources that facilitate effective communication eg Somerset Universal Communication, Widget symbols etc
- the highest quality of teaching and learning, based on Age Related Standards and an appropriate level of challenge eg KS2 hot, spicy and mild challenges
- lessons where there are clear learning objectives shared with the class
- ongoing assessment which guides the learning process, through feedback and marking
- an interactive and exciting learning environment
- a tidy, organised working environment in classrooms and throughout the school
- adults who present as positive and sensitive role models
- a high quality of appropriate relevant displays, including working walls and resources

### **In this school our staff:**

- ❖ communicate effectively with everyone, pupils, staff and parents
- ❖ demonstrate enthusiasm for learning
- ❖ plan appropriately and prepare thoroughly
- ❖ use entry questions or activities to assess prior learning
- ❖ feed back to the learner appropriately
- ❖ understand the needs of individuals in the class
- ❖ ensure classrooms are well organised
- ❖ contribute to all aspects of school life
- ❖ set appropriate and consistent boundaries for behaviour
- ❖ are supportive and co-operative to colleagues
- ❖ make learning enjoyable and have a sense of humour
- ❖ like and respect children
- ❖ ensure all children access Age Related Standards work through differentiation and support
- ❖ have a sound knowledge base for their key stage
- ❖ are effective listeners
- ❖ provide a stimulating learning environment
- ❖ have high expectations of all pupils
- ❖ are flexible

### **In this school a good lesson:**

- is motivating, enjoyable and engaging for everyone
- is well planned and prepared
- has a clear objective, which the children understand
- is planned and organised to cater for all abilities
- is varied, interesting and challenging
- encourages questioning and creativity
- uses the children's enthusiasm and interests
- is well paced
- demonstrates progression, building on previous experience.
- has appropriate resources
- takes place in a secure environment
- uses a variety of teaching strategies as appropriate to the task
- gives children the opportunity to discuss and evaluate their learning
- incorporates our school Building Learning Power principles

**In this school a good classroom has:**

- a visual timetable
- a tidy, clean environment which the children help to maintain
- good quality resources eg felt pens that work and sharp pencils
- appropriate furniture for the age and size of the children
- adequate heating and means of cooling, lighting and blinds; is in good decorative order
- current displays for various areas of the curriculum
- examples of the children's work on display
- clearly labelled and easily accessible resources eg Help Boxes
- a variety of working areas (if space allows) – book corner, writing area, sink
- copy of the school's Golden Rules agreed by the children
- an interactive whiteboard and visualizer
- current working wall/ 'Learning Loop'
- Building Learning Power display

**In order for successful learning to take place the learner needs:**

- an expectation of success – to 'be the best they can be'
- the confidence to take risks and make mistakes
- the willingness to share and engage
- the confidence to ask for help
- the ability to persevere
- the knowledge of how to use their Building Learning Power skills