



TEACHING AND LEARNING POLICY

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 Assessment & Feedback Policy, Equality Policy and SEND Policy.

In this school all pupils are entitled to access:

- resources that facilitate effective communication e.g. Somerset Universal Communication, Widget symbols etc
- the highest quality of teaching and learning, based on Age Related Standards and an appropriate level of challenge e.g. 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

Reviewed: June 2020