



LEARNING AND TEACHING POLICY

INTRODUCTION

We believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

AIMS AND OBJECTIVES

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school aims. We aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster the following:

- A high level of literacy, numeracy and kodesh skills with an enquiring mind which wants to learn more each day;
- Independent young people who are confident, flexible and able to cooperate with others;
- Imagination and creative expression through a wide range of media;
- Conscientious young citizens of our multi-cultural society who are tolerant and respectful of others' values;
- Pride in achievement and a desire to succeed;
- Effective links between the school, the child's home and the community which promote aspiration and high expectations;
- Equality of opportunity for all;

EFFECTIVE LEARNING

At our school, we acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner (*Frames of Mind* 1983) identifies seven main areas of intelligence:

- linguistic,***
- logical/mathematical,***
- visual/spatial,***
- kinaesthetic,***
- musical,***
- interpersonal/group working, and***
- intrapersonal/reflective.***

He has since proposed an additional three more intelligences – ***natural, spiritual and moral.***

More information and discussion regarding these multiple intelligences, is available at the <http://www.infed.org/thinkers/gardner.htm> website.

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;	• whole class work;	• watching television and responding to musical or tape recorded material;
• research and finding out;	• questioning;	• debates, role plays and oral presentations;
• group work;	• use of the computer;	• designing and making things;
• pair work;	• fieldwork and visits to places of educational interest;	• participation in physical activity;
• independent work;	• creative activities;	• reflecting on what has been learned

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Self review and peer review strategies are used, as well as planned plenary at the end of lessons to review the key learning objectives and to assess the level of understanding.

EFFECTIVE TEACHING

When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We use curriculum plans based on DfES and QCA schemes of work to guide our teaching. This sets out the aims, objective and details of what is to be taught to each year group.

We base our teaching on our knowledge of the children’s level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child’s level of ability. When planning work for children with special educational needs (SEN) we give due regard to information and targets contained in the children’s Individual Education Plans (IEPs). We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work should be of the highest possible standard.

All teachers try hard to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school Behaviour Management and Discipline Policy.

Please also refer to the document ‘Our Principles, Values and Beliefs Regarding Learning and Teaching.’

We believe children learn effectively when the teacher provides the following:

<ul style="list-style-type: none"> thorough preparation; 	<ul style="list-style-type: none"> an atmosphere where children are prepared to take reasonable risks in their learning; 	<ul style="list-style-type: none"> lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
<ul style="list-style-type: none"> shared learning objectives which are understood by the pupils; 	<ul style="list-style-type: none"> innovative teaching; 	<ul style="list-style-type: none"> opportunities to review and reflect on the learning;
<ul style="list-style-type: none"> clear expectations of what pupils are expected to achieve by the end of the session; 	<ul style="list-style-type: none"> appropriate pace to the lesson; 	<ul style="list-style-type: none"> thinking time before answering questions
<ul style="list-style-type: none"> open-ended, thought provoking, challenging questions of the children; 	<ul style="list-style-type: none"> lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference; 	<ul style="list-style-type: none"> developmental feedback and constructive criticism of pupil's work;
<ul style="list-style-type: none"> support for the learning of pupils with differing abilities; 	<ul style="list-style-type: none"> a planned programme of educational visits to reinforce and stimulate learning; 	<ul style="list-style-type: none"> We try and avoid the use of worksheets, and wherever possible use blank sheets of paper. This allows children of all abilities to perform at their own level.

Teaching Assistants and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups. Teaching Assistants are also fully involved in the delivery of support programmes such as Early Literacy Support (Y3), Additional Literacy Support (Y4) and Further Literacy Support (Y5). Our adult helpers also assist with the preparation and storage of classroom equipment.

All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support teachers in developing their skills, so that they can continually improve their practice.

DISPLAY

We believe that the purpose of display is to support pupils' learning.

This may be achieved in a variety of ways:

1. Engaging pupils in learning – ownership by the pupils

• Interactive display	• Exciting ideas
• Asking questions	• Fresh / relevant to current topics & themes
• Challenging	• Colourful
• Criteria for success	

2. Enabling learning to take place

• Word lists	• White boards
• Connectives	• Access to basic resources by pupils (crayons, scissors, paper, glue, etc.)
• Number lines	• Number squares
• Timelines	• Tables squares
• Clocks	• High-frequency words
• Place value cards available	

3. Keeping what is learnt in mind

• Key ideas	• WILF /TIBs
• Word lists	• Flip charts
• Connectives	• Mind maps, links

4. Celebrating success

• Displaying good work (also in corridors)	• Exemplar materials
• Merit points, achievements	• Pupil's photos (check permission)

5. Raising expectations

• Setting targets	• Aims
• WILF/TIBS	• Class/group targets

		(literacy/numeracy)
•	Agreed class rules	• Noise level 'meter'

6. Clarifying routines

•	Timetables	• Visual activity cues
•	Access to resources labelled	• Signs

7. Encouraging independence

•	Self-registration charts	• Word banks, dictionaries, thesaurus
•	Access to resources	• Class responsibilities, rotas, monitors
•	Strategies for self-help	

8. Inclusive classrooms

•	Multi-cultural content	• Access
•	Gender role models	• Pupil ownership
•	Named work by all pupils	

TARGET SETTINGS

Targets are set in English and Mathematics for individuals and groups of children in Years 1 to 6 every half-term. Literacy targets are based on writing assessments and are discussed with children. Numeracy targets are based on the work to be studied each term and are shared with parents at the start of each term. Targets are discussed with parents at parents' evenings. Children are also given a social/behavioural target.

PLANNING

We base our planning on the following documents:

•	The National Numeracy Strategy	•	Other schemes of work eg LCP
•	The National Literacy Strategy	•	Foundation Stage Curriculum Guidance
•	The National Curriculum / QCA	•	Year 6/7 transition arrangements

Medium term planning

We write and keep plans for every half term or term for all subjects. These plans include:

• Learning Objectives	• References to NNS, NLS or National Curriculum/QCA, FS Curriculum.
• Content/Activities	• Links to Kodesh and PSHCE

Short term planning includes the following:

• learning objectives	• show how ICT will be undertaken in different subject areas
• differentiated tasks for 3 ability groups and SEN	• links to Foundation Stage Guidance and National Curriculum
• deployment of classroom staff	links to Kodesh and PSHCE
key vocabulary and key questions	assessment opportunities
resources	evaluation

ASSESSMENT FOR LEARNING

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for learning

• Is part of effective planning	• Affects learner motivation
• Focuses on how students learn	• Promotes commitment to learning objectives and assessment criteria
• Is central to classroom practice	• Helps learners know how to improve
• Is a key professional skill	• Encourages self-assessment
• Has an emotional impact by promoting self-esteem	• Recognises progress from child's previous best

We use these strategies to link assessment to better teaching and learning:

<ul style="list-style-type: none"> • Evaluation of one week's planning informs next week's plan 	<ul style="list-style-type: none"> • Writing books: used every half-term from Year R to show children's progress
<ul style="list-style-type: none"> • Use of data from formal assessment to inform planning and setting 	<ul style="list-style-type: none"> • Assessment tasks, e.g. writing, numeracy, chumash, science: results used to inform future planning
<ul style="list-style-type: none"> • Improvement time: children are given back work with suggestions as to how part of it might be improved, then allowed 10 minutes planned improvement time 	

ROLE OF GOVERNORS

Our governors determine, support, monitor and review the school's policies on teaching and learning. In particular they:

<ul style="list-style-type: none"> • Support the use of appropriate teaching strategies by allocating resources effectively; 	<ul style="list-style-type: none"> • Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
<ul style="list-style-type: none"> • Ensure that the school buildings and premises are effective in supporting successful teaching and learning; 	<ul style="list-style-type: none"> • Ensure that staff development and performance management policies promote good quality teaching;
<ul style="list-style-type: none"> • Monitor teaching strategies in the light of health and safety regulations; 	<ul style="list-style-type: none"> • Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the Headteacher's reports to governors and the work of the curriculum and school improvement committees.

ROLE OF PARENTS

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning and confidence at school. Parents' consultation meetings with teachers are held to discuss progress and strategies for further improvement.

The school sends information to parents at the start of the school year about the programmes each child will be following in Literacy, Numeracy and in the Foundation subjects (in Foundation Stage information about Early Learning goals). Information about homework expectations is also sent at this time so that parents know what will be given to children each week.

As children enter the Reception class, they follow our induction process which gradually introduces the child to their new teacher and class and to the sort of experiences they will be having in Reception class. Parents are provided with important information and will be invited to meet with their class teacher during the first half-term, as well as to a parents' evening in the Spring term. Parents can share any concerns they may have. From time to time, they also receive information about helping their child with early literacy and numeracy skills.

Parents receive a detailed school report in July. This outlines their child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents have opportunities to discuss this end of term report and any concerns they may have with their child's teachers.

Parents are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress and they miss important work and may fall behind. Parents are asked to inform the school of any absence on the first day (telephone answer phone available) so that we know that they are safe at home.

Sara Harris (Headteacher) June 2007

Signed: *Sara J. Harris* (Headteacher) *Eddy Breuer-Weil* (Chair of Governors)

Date: June 2007