

## **INTRODUCTION**

This document is a statement of the aims, principles and strategies for teaching and learning in our school. It clearly supports the school mission and lays the foundations for the whole curriculum, formal and informal, and forms the context in which all other policy statements should be read.

The implementation of this policy is the responsibility of all staff. This policy provides a basis for the monitoring and evaluation of good practice. It is the responsibility of the Headteacher to ensure through monitoring and evaluation that all staff implement this policy.

## **POLICY**

### **The Nature of Teaching and Learning**

Teaching and learning is the purpose of our school. Effective teaching to promote learning (knowledge, concepts, skills and attitudes) requires that experiences, tasks and activities:

- arouse and sustain the pupils' attention
- motivate pupils and sustain their desire to learn
- are appropriate in content, approach and level in order to promote the anticipated learning outcomes

### **Principles Underlying Good Primary Practice**

The following principles underpin our work with children at our School:

- Early childhood is the foundation on which children build the rest of their lives; it is not just a preparation for the next stage – it is vitally important in itself
- Children develop emotionally, intellectually, morally, physically, spiritually and socially and at differing rates – all aspects of development are important and are interwoven.
- Children learn most effectively by doing and when they are actively involved and motivated
- Children need time and space to produce work of quality and depth
- What children can do rather than what they cannot do are the starting points in their learning
- Playing and talking are powerful ways through which young children learn
- Children need to feel confident in themselves and in their own ability
- Children who are encouraged to think for themselves are more likely to act independently

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- The process involved in an activity is often more important than the end result
- All children have abilities, which should be identified and promoted
- The relationships which children establish with adults and other children are of central importance in their development
- Children learn from everything they experience, and especially through play, and do not separate their learning into discrete subjects

## **Aims**

- to deliver a broad and balanced curriculum
- to promote high standards
- to create a fair, happy and safe school community in which all partners are valued
- to develop self-respect and respect for other people and their property
- to develop empathy and tolerance within our multi-cultural society
- to provide a stimulating and varied environment, including aspects of the wider community in which all can learn effectively and develop a sense of responsibility and independence
- to create independent and resilient life-long learners.

## **Policy and Practice**

We work hard to establish and maintain effective relationships with parents, recognising the power that parents and teachers working in partnership lends to each child's achievement. Our whole school "open-door" policy promotes parental involvement in the education process.

Evidence that children's work is valued at each stage of its development is demonstrated through displays of the children's work, linked to current themes, and celebrating achievement.

## **Curriculum**

- Teachers have sound knowledge and understanding of the subjects they teach
- Relevant, meaningful and active learning experiences are provided
- Whole school long term, medium term and short-term plans are used as a basis for planning
- Each child's progress and achievements are monitored, recorded and assessed regularly
- Reporting to parents and other teachers is systematic

# TEACHING AND LEARNING POLICY

- The match of work set for each child provided a realistic challenge and ensures that children achieve success. Children's individual needs are catered for
- Threaded through all subjects and lessons is an understanding of social, moral, spiritual and cultural understanding and responsibilities

## Effective Teaching and Learning

Where teaching is effective there will be:

- Highly focussed lesson design with sharp objectives based on year group expectations
- Challenging activities that demand high levels of interaction for all pupils and are related to the learning objectives
- Appropriate use of teacher questioning, modelling and explaining
- Effective and targeted deployment of resources (including human)
- High demands of pupil involvement and engagement with their learning through effective differentiation
- Evidence of teacher assessment and evaluation of lessons in order to inform future planning and delivery
- Regular use of encouragement and authentic praise to engage and motivate pupils
- A clear emphasis on deeper learning activities throughout lessons
- The freedom and independence for children to apply what they know and make links across their learning
- An emphasis on learning through dialogue, with regular opportunities to talk both individually and in groups

When teachers set a good example of learning behaviours and set high expectations:

- Teaching staff are expected to be punctual, well prepared and professional at all times and take a child centred approach to their planning and delivery, ensuring they deliver what the children need. For staff professional expectations see **Appendix 1**

Where learning is effective:

- Children embrace challenge and show perseverance
- Children are expected to take responsibility for their learning at an age appropriate level
- Children engage with and commit to their learning and work independently
- Children question their learning to further understanding

# TEACHING AND LEARNING POLICY

For age related learning expectations see **Appendix 2**

## **Assessment**

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the ongoing process of Assessment For Learning (AFL). These assessments are against National Curriculum objectives to ascertain whether children are working at age related expectation. We track all pupil performance and in particular identify those pupils at risk of underachievement. Additionally we also ensure that those children who have accelerated capacity or are identified as G&T have increased opportunity to succeed.

## **The Classroom**

Each classroom should be kept tidy and be fit for purpose. Fire doors must be kept clear and each classroom must include:

- E-Safety poster
- Child friendly version of the learning behaviour expectations (based on Appendix 2)
- A piece of each child's work displayed
- An up to date Maths and English Working Wall
- History timeline
- Allergy posters/medical plans
- Fire evacuation poster

## APPENDIX 1

To effectively learn children need to have good teaching, feel safe and nurtured in school and demonstrate good learning behaviours themselves. At Greenhill we encourage this by working together to create a purposeful, focussed environment based on challenge and respect. As such all members of the Greenhill community are expected to speak to each other with respect and be courteous.

Examples of what this means for adults at Greenhill include:

- Being prompt and organised for the start of all lessons
- Being in classrooms in time to greet children as they enter. This includes:
  - Being at the correct door to let children in at the start of the school day (8:50am)
  - Staff who are not needed on the door should supervise the cloakrooms and corridors
  - Being in class ready to start your lesson at the end of playtimes when the bell rings. This does not mean leaving the staffroom when the bell rings
  - Being in class ready to begin the register at 1:00pm (KS1) and 1:05pm (KS2) promptly. Again, this means being ready to begin on time, not leaving the staffroom then
- Morning registration should begin as soon as the doors are locked at 9:00am and be completed efficiently so lessons can begin
- Through teacher expectations ensuring children are in the habit of coming in and getting themselves ready for a prompt 9:00am start
- Afternoon registration should begin at 1:00pm (KS1) and 1:05pm (KS2) promptly, ready to begin the afternoon sessions
- Lessons should be prepared and resourced in advance of them starting. Occasions where teachers need to visit the Reprographics room should be rare to non-existent during lesson times. If occasions occur where it is necessary then a TA should be asked. Where you do not have a TA in class then send a child or send a message and ask to borrow a TA. The teacher should always remain with the class
- Modelling good manners and speaking to people respectfully
- Modelling good spoken English
- Treating all children equally and encouraging a Growth Mindset by valuing effort above attainment
- Praise and encourage good manners shown by the children
- On occasions where assembly finishes late playtime will still finish at the usual time (unless this would mean 5 minutes or less, in which case no more than 5 minutes should be added and agreed by SLT)
- Children should be lined up just before the designated end of play so they are back in their classrooms and ready 2 minutes before the beginning of their lesson
- Staff should supervise the children as they enter to ensure they enter the classroom quickly
- A brief comfort break is acceptable as long as the class is covered by a member of staff

## APPENDIX 2

To effectively learn children need to have good teaching, feel safe and nurtured in school and demonstrate good learning behaviours themselves. At Greenhill we encourage this by working together to create a purposeful, focussed environment based on challenge and respect. As such all members of the Greenhill community are expected to speak to each other with respect and be courteous.

### Specific Learning Behaviours

#### RECEPTION

- To acknowledge and follow simple instructions (working up to 3 steps by the end of the year)
- To show compliance to the instructions
- To be able to listen while remaining quiet and attentive
- To show empathy towards others
- To be able to take turns
- To show good manners including: using please and thank you; not interrupting and speaking with a respectful tone to adults and peers
- To be able to use the toilet and wash hands independently
- To be able to dress independently
- To ask for help when needed
- To show some perseverance and not give up if the first attempt fails

#### YEAR 1

- All of the above and:
- To be able to check their own writing against a simple success criteria
- To be able to remain on task and focussed for a minimum of fifteen minutes
- To follow the Presentation Policy with increasing independence
- To be able to use a ruler to draw straight lines
- Respond to all instructions immediately
- To be able to log onto the laptops independently
- Collect dinner bands without reminders

#### YEAR 2

- All the above and:
- Be ready to start lessons upon entering the classroom
- Settle to tasks immediately and without prompting
- Be able to learn from their tables
- Be responsible for their own belongings

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- Apply their own knowledge to improve work
- Use DUMTUM and Presentation Policy independently
- To check all work against success criteria and for basic errors
- To understand that getting things wrong is part of the learning process
- Begin to use their own initiative to get 'unstuck'
- To use the toilet at appropriate times

### LOWER KEYSTAGE 2

- All the above and:
- Copy information, including date and Learning Intention, accurately and without errors
- Follow school procedures, for example MAD marking, independently and without prompting
- Be increasingly more responsible for their own learning and be focussed on this in the classroom
- To begin to articulate points of view effectively and respectfully
- The 4 Bs should be embedded
- To use their own initiative for solving simple logistical issues, for example what to do if they run out of space on a page, if they have no pencil, there aren't enough scissors on a table etc

### UPPER KEY STAGE 2

- All the above and:
- To fully understand their own responsibilities towards their learning and embrace this
- To act as effective learning role models
- To use their own judgement sensibly and effectively to solve issues affecting learning, where appropriate
- To present and articulate information and alternate points of view concisely, respectfully and confidently, using supporting evidence where appropriate