Teaching and Learning Policy

Name of Policy:	Version/Last Review Date:
Teaching and Learning	December 2019 (V2)
Statutory documents linked to policy:	**Previous review date:**
	May 2013 (V1)
Other Policies linked to this policy:	**Next Review Date:**
Equal opportunities	December 2022 (V3)
Safer recruitment	
Governor Committee Responsible	Curriculum & Research

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self- belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

Teaching and Learning Policy

Focus for 2012/13-

In drawing up this teaching and learning policy all staff, governors, parents and children were consulted.

It was approved by the Governing Body on………………………………………………………………………………….

Signed:

Chair of Governors   …………………………………………………………………………………………

Headteacher   …………………………………………………………………………………………

Date to be reviewed   …………………………………………………………………………………………

Teaching and Learning Statements

As teaching staff we will:

- Teach skills of collaboration and independence
- Teach pupils how to learn effectively
- Plan carefully for differentiated groups and personalise learning where possible
- Teach maths in ability groups across the phase
- Teach phonics in ability groups in Key Stage 1 and teach grammar and punctuation once a week in Key Stage 2
- Deliver purposeful lessons linked to real life and first had experiences
- Develop cross curricular themes in learning journeys
- Include open-ended questions and challenges in our lessons
- Check on what you already know and help you to learn new skills
- Make sure lessons will have rigor, pace and challenge
- Ask pupils what they want to learn
- Share the next steps for learning with you
- Share with pupils what you are going to learn and how they will know if they are successful
- Expect pupils to try their best and make progress

- Reflect on learning every day and for pupils to use this to help them move on to the next stage
- Use different learning styles to help pupils learn
- Make lessons interesting
- Work closely with parents and the community

As learners we will:

- Develop learning skills and make progress
- Learn independently and in collaboration with others
- Be ready to ask questions
- Take part in home learning, enjoy it and achieve the learning outcomes
- Read and reply to comments in our workbooks
- Take responsibility for making our work better e.g. editing, peer and self assessment
- Make sure we do 'good sitting', 'good listening' and 'good looking'
- Be ready to answer
- Feel comfortable and confident in asking for help
- Help others if needed; be an expert!

As parents we will support our children by:

- Being familiar with their leaning styles
- Being familiar with the curriculum
- Supporting the Home Learning Policy
- Listening to my child read regularly
- Discussing learning with my child
- Attending Parents Consultation Evenings
- Reinforcing and supporting the Behaviour Policy
- Providing the school with feedback.

Developing the learning environment

We will try to improve the range, quality and number of learning opportunities by developing opportunities for:

- Child initiated learning
- Selection of own materials for learning

- Cross curricular inspiring themes related to real life and drawing on philosophy
- Developing core skills (reading, writing, maths, ICT) in a variety of ways through Individual Learning Plans (ILPs)
- Speaking and listening
- Problem solving and real life examples
- Paired and group learning, workshop activities
- First hand learning (visits, visitors and artifacts)
- Stimulating, interactive displays and documentation with open questions
- Sharing learning intentions and marking/assessing progress in relation to these
- Assessment for learning, including individual target setting through marking for feedback, 'next steps' discussion, time for talking and reflection
- Quality Out of School Hours Learning (OSHL) meeting a variety of interests
- Meeting with parents and children to discuss pupil progress and next steps
- Workshop meetings with parents to discuss learning strategies

Developing the teaching environment

We will try to improve the quality and opportunities for teaching through:

- Providing support for teachers to meet their performance management targets through CPD, coaching, peer observation, support from headteacher, staff in other schools and resources
- Providing CPD (both in school and externally)
- Ensuring resources are available and up to date
- Protecting the work-life balance for teachers (monitoring number of meetings and observations, creative use of INSET, effective deployment of ICT and support)
- Ensuring that PPA time is used effectively to complete planning, assessment and preparation to support children's learning
- Ensuring that there is a minimum number of interruptions during the school day
- Providing an exciting and stimulating curriculum and environment
- Requesting only necessary planning (with agreed approaches to planning documentation and use of ICT)
- Ensuring Assistants are available for each class to meet the needs of the pupils