



1. WE BELIEVE

We believe a successful Teaching and Learning Policy enables all children to be effective learners; to have the confidence to take responsibility for their own learning; understand what it is they are learning and how best they will achieve the objectives of the lesson.

Every curriculum policy starts from **this** policy and expands the detail in relation to the specific requirements of each policy's field.

The school firmly believes that the principals of 'Accelerated Learning' are an excellent foundation for the achievement of effective teaching and learning. All teachers receive a copy of the book, 'Accelerated Learning: A user's Guide' (Alistair Smith, Mark Lovatt, Derek Wise) as a welcome gift and base point for developing their own practice in line with this policy.

2. AIMS

- To provide consistency of teaching and learning throughout the school.
- To enable teachers to teach as effectively as possible.
- To enable children to learn as efficiently as possible.
- To provide a working environment that is stimulating, celebratory and interactive.
- To give children the skills they require to become effective learners who relate new concepts to previous experiences.
- To provide an inclusive education for all children.

3. THE LEARNING ENVIRONMENT

Classroom Organisation

Classroom furniture and resources are easily accessible and flexibly used to provide for collaborative, independent and whole class purposeful learning experiences for each child.

The delivery of the lesson will not be hindered by the arrangement of the classroom.

Displays

All displays are to be of the highest quality. They stimulate, challenge and inform current learning as well as celebrate and consolidate learning that has occurred. Displays in any teaching area will vary in format based on three main types:



Interactive – including working walls
celebratory
challenging

Displays wherever possible will promote learning development through appropriate language.

The classroom climate will be purposeful and orderly. There will be a sense of pace and rigour at all times with clear expectations relating to time output and behaviour.

Children must feel safe and secure, supported, valued and calm.

Throughout the school there is a consistent approach to classroom organisation and discipline. This will be partly achieved by all adults demonstrating an agreed shared framework of values.

All adults will model and communicate quality behaviour, attitude and standards. Adults will support each other in order to enhance children's learning. This is achieved by all staff supporting each other through planning and the sharing of expertise.

Throughout the School there will be established consistent routines. These routines are established initially in the Foundation Department and built upon each year thus ensuring that children do not have to relearn. Specifically these areas relate to registration, storage of materials, use of books and equipment, standards of discipline and methods of teaching.

The classroom atmosphere will encourage children to ask questions of each other, the teacher and other adults.

Wherever appropriate children will be encouraged to use their own initiative and take responsibility for their own actions.

4. RESOURCING & RESOURCES

Quality resources, appropriate to lessons, are clearly labelled, tidy, accessible and safely stored.

Resources are stored in a similar way in each teaching area - appropriate to the age of the child.

Children are expected to value and care for resources.



Priority is given to maximising funding in order to provide plentiful materials, which enable children to access and teachers to deliver all curriculum area in the most effective way possible.

Key resources are centralised, in order to maximise their full potential, labelled and easily accessed.

Resources are regularly reviewed to match curriculum needs.

Children with specific resource requirements are catered for.

Human resources such as all school staff, children, their families, and other members of the community and experienced/skilful visitors are exploited to enhance learning opportunities throughout the curriculum.

5. MANAGING BEHAVIOUR AND DISCIPLINE

There is a consistent and fair approach by everyone in the School based on our agreed Good Behaviour Policy. All children and parents are fully aware of its contents and how it works.

Behaviour management is assertive and positive and based on the children's own ownership of the rules.

Positive behaviour is praised and rewarded through the awarding of certificates and marbles.

Key rules are clearly displayed around the School and are based upon a respect of human rights, material responsibility and sensitivity to the needs of others.

Liaison between school and parents is clearly documented in the policy.

Increasingly children are encouraged to take responsibility both within their class and across the School.

6. TEACHING AND LEARNING EXPERIENCES

Planning

In order to provide consistency in teaching and learning throughout the school and to enable teachers to teach as effectively as possible, there is an agreed framework for long, medium and short term planning.

Long Term Plan

Effective Teaching and Learning Policy

Published April 2002, Reviewed October 2010, April 2012



The Long Term Plan is clearly cross-referenced to relevant schemes of work capitalising on appropriate cross-curricular links. The aim of the Long Term Plan is to provide experiences, which are stimulating, exciting and relevant so that the children are motivated and learn willingly.

Cross-curricular themes and issues are specifically planned for in intensive blocks.

The Long Term Plan spirals thus ensuring that children's experiences consolidate and build upon previous learning so that they have the opportunity to extend previously acquired skills.

Wherever possible children are made aware of the overall curriculum map in order to understand where they are and where they are going.

Medium Term Planning

In the Medium Term Plans, time is allocated in discreet blocks or more regularly as appropriate to the content of the unit.

Subject leaders work closely with the Head Teacher to agree the best approach for their subject in the Medium and Long Term, and to contract time appropriately.

The Long and Medium Term planning although prescriptive is sufficiently flexible to allow development and evolution over time.

Short Term Planning

There are agreed formats for Short Term Planning, which guide staff to deliver the most effective lesson.

Planning occurs across teaching teams.

All planning is based on clear objectives and learning objectives of each lesson as these are communicated to them.

Pupils are aware of group, class and individual targets. Thus children have a clear understanding of what they are doing and why they are doing it.

The Essential Ingredients of a successful Lesson are agreed to be:

- connecting with previous learning;
- setting the big picture;
- describing the outcome;
- a teacher input catering for Visual, Auditory and Kinaesthetic learning;
- a pupil activity differentiated as appropriate taking into account multiple intelligencies and different modes of working;



- a clear indication of how pupils will demonstrate their knowledge and timescale;
- planned use of other available adults;
- a balance of teacher instruction, intervention and children working independently;
- teacher and children activity engaged in the learning process with oral feedback;
- critical use of questions and key language to challenge, confirm and develop learning;
- pace and rigour to keep on task;
- Review and plenary sessions related to the objectives of the lesson, which will include critical thinking, learning reinforcement, assessment or sharing;

This can be summarised by the 10 P's of effective teaching and learning:

- **Planning:** effective informed and flexible
- **Preparation:** of the lesson e.g resources
- **Place:** use, selection and management of the learning environment – managing risk
- **Personality:** of **YOU** the teacher – do you make learning stimulating, exciting, challenging, interesting, fun?
- **Pressure:** appropriately challenging expectations
- **Pupils:** i.e are they doing, actively engaged in the learning, not passive
- **Positive Praise:** use of to promote a happy and safe learning environment
- **Plenaries:** mini and final leading to constant self evaluation and assessment
- **Performance:** the teacher and the pupils know how well they are doing and where to go next.
- **Pace THE GREATEST OF THEM ALL** without pace the lesson cannot achieve it's **potential** and therefore secure **PROGRESS** for all learners

7. EQUAL OPPORTUNITIES, SPECIAL EDUCATIONAL NEEDS AND HIGH ACHIEVING CHILDREN

In order to provide an inclusive education for all pupils, staff acknowledge the need to plan for multiple intelligences and varied modes of learning. Teachers' exposition will ensure that they use auditory, visual and kinaesthetic approaches within a unit of work. In addition within subjects teachers will use as wide a range of activities as possible in order to support pupils access to that subjects content. Pupil activities will therefore include the following responses:-

Linguistic
Kinaesthetic
Musical
Inter-personal
Intra-personal



Logical
Mathematical
Visual spatial

In addition the mode of working will be varied including independent work, working in pairs, groups and cooperatively as a class.

In order to achieve this staff are encouraged to be innovative, adventurous and to have the confidence to try out new approaches and ideas.

Children are enabled to access the curriculum at the appropriate level by careful and sensitive grouping and setting.

THIS APPLIES TO EVERY CHILD IN THE SCHOOL.

8. MONITORING OF PROVISION

Teachers will be formally observed on two or three occasions a year. This will be conducted by a member of the Senior Management Team. There will also be reviews of planning, scrutiny of pupils' work and pupil progress reviews over every year. In addition there are regular brief visits by the Head Teacher and Assistant Head Teachers into classrooms. These provide an on going and regular update on how policies are being implemented and their success. They also provide a sample picture of the effectiveness of teacher pupil interaction, and the degree of pace being employed in the teaching day.

Subject coordinators will also review the provision of their subject in preparation for the Annual Standards Meeting. Each coordinator will complete a subject self evaluation form. Coordinators may also find the Curriculum Coordinators Review form useful to collate data over a year. Colleagues are encouraged to watch the teaching of the subjects they are coordinator for across all phases.

9. ACCELERATED LEARNING TRAINING MATERIALS

These are available as a package from the Head Teacher