



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 principles of 'Accelerated Learning' are an excellent foundation for the achievement of effective teaching and learning. The basis for this is providing the hooks and memorable devices to ensure learning builds on what is already known, and is done in an environment and manner which is unforgettable for all learning styles.

Since adopting the Maths Mastery approach, the school is exploring how the principal of mastery can be interpreted and developed in all other subject areas.

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.
- To enable pupils to master their understanding of all that they learn.

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

Effective Teaching and Learning Policy

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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
- celebratory
- challenging

Displays, wherever possible will promote learning development through appropriate language. Prompts and reminders to learning will be displayed. These may be in the form of Working Walls or Learning Lines. The classroom should work as an extension of the teacher's craft and suit the style and personality of the teacher and the pupils' needs.

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, quality of presentation, 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. Adults will be friendly, caring and respectful to each other. They will model these behaviours to the children, who will be expected to model the same manners and behaviour.

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 will encourage children to work in partnership to support and deepen each other's learning and understanding.

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 do not have their own drawers

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 employed 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.

Children are not allowed to prevent the learning of others in any circumstance. Support of Senior Leaders ensures that low level disruption is not tolerated.

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

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 learning objectives for each lesson and these are communicated to the children.

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;
- teacher input catering for Visual, Auditory and Kinaesthetic learning;
- significant pupil activity differentiated as appropriate over time and across each subject taking into account multiple intelligences and different modes of working;
- clear indication of how pupils will demonstrate their knowledge and timescale;
- planned use of other available adults;
- an appropriate balance of teacher instruction, intervention and children working independently, ensuring pupils have enough time to demonstrate through work ability, understanding and progression. Pupils should be seen to be working harder than the teacher.
- lessons structured to ensure pupils base the next steps in their learning based on mastered foundations.
- teacher and children activity engaged in the learning process with oral feedback;
- critical use of questions and quick activities to establish high baselines, and key language to challenge, confirm and develop learning;
- pace and rigour to keep on task;
- children expected to show resilience and stamina in their work;
- review and plenary sessions related to the objectives of the lesson, which will include critical thinking, learning reinforcement, assessment or sharing;
- higher ability children not doing work they can already do or know.
- an expectation that pupils verbalise their understanding to each other, their teacher, the class and express this in written work where appropriate.

This can be summarised by the 10 Ps 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 – including always considering outdoor learning - managing risk
- **Personality:** of **YOU** the teacher – do you make learning stimulating, exciting, challenging, interesting, fun?
- **Pressure:** appropriate challenging expectations to ensure progress



- **Pupils:** i.e. are they doing, actively engaged in the learning, including in any teaching section; children are not passive they are actually working most of the time.
- **Positive Praise:** use of to promote a happy and safe learning environment
- **Plenaries:** mini and final leading to constant self evaluation and assessment. Pupils have to verbalise their understanding.
- **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 its potential

It is expected that agreed planning formats are used. Whereas it is essential that lessons are well planned, it is recognised that experienced staff do not always need to produce detailed lesson plans.

7. DEVELOPING MASTERY

In ensuring that children master the core of their subjects they are studying, teachers and curriculum leads ensure that the planning for the subject units and lessons demonstrates coherence, variation, structure, fluency and makes connections in order to secure understanding. These connections are made by the pupils being expected to reason and to explain how, what and why they understand what they have learnt.

Coordinators ensure that the KEY CONCEPTS/THEMES/PROCESSES which run through the units are developed, step by step, and show progression year on year.

Note in mastery there is an assumption that children do not move forward until they have mastered a concept. This is not necessarily the case in creative subjects, as children should master their own responses which are personal to them.

8. 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 of their year group by careful and sensitive grouping and organisation.

THIS APPLIES TO EVERY CHILD IN THE SCHOOL including those on the SEND Register. Some children with specific Statements of Educational Need or EHC Plans may need to work on a curriculum from an earlier year or based on P Scales.

9. MONITORING OF PROVISION

Teachers will be formally observed. 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.

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 expected to watch the teaching of the subjects they are coordinator for across all phases.

10. LESSON STUDY/COACHING

Each year the teaching staff form coaching families. In these groups an area for development in relation to teaching and learning is scrutinised!

Teachers in pairs, prepare lessons highlighting the area of development. The lessons are planned by both teachers for both classes. After each lesson there is a shared evaluation and interview of pupils.

Once the cycle is complete the family teams report together and a series of recommendations are agreed to ensure the ongoing development of teaching and learning.

11. ACCELERATED LEARNING TRAINING MATERIALS

These are available as a package from the Head Teacher