

**ST GILBERT'S CHURCH OF ENGLAND PRIMARY SCHOOL
TEACHING AND LEARNING POLICY 01.10**

“Give the pupils something to do, not something to learn. And the doing is of such a nature as to demand thinking. Learning, naturally, results.” Dewey

Children are the centre of our vision. Our community will aspire to work together to enable everyone to achieve their greatest potential. We believe in providing opportunities for **all** to become confident, caring, self-motivated life-long learners.

Introduction

This policy is central to our purpose as a place of learning. As a result it reflects our beliefs and aims for everyone and is embedded in everything we do. We believe in the concept of lifelong learning and that both adults and children learn new things every day. We believe that learning should be rewarding and an enjoyable experience for everyone, it should be fun!

Our School Aims

To create a happy, secure and inclusive community in which everyone feels valued and respected, with equal opportunities for all.

- To promote positively the spiritual, moral, cultural and social development of all children, always with a sense of pride, purpose and self-motivation.
- To strive for the achievement of excellence by encompassing new ideas within a dynamic environment.
- To help children develop lively, enquiring minds so that they flourish in our ever-changing world.
- To explore and extend a child’s creativity and sensitivity by offering quality opportunities through all aspects of learning.
- To communicate effectively and with confidence.
- To establish an effective and constructive partnership between home, school and the community.

Principles for effective learning

We believe children learn best when:-

- **All children are set high expectations and are appropriately challenged**

Expectations of children	Expectations of staff	Examples and strategies
To strive to meet the challenges set by staff To participate in opportunities provided by the school To have a thirst for knowledge and understanding Are keen and eager to learn Can think outside the box	To provide a positive role model of the school’s expectations To challenge individual learners appropriately To give opportunities to develop higher level thinking skills To know age appropriate learning To use AfL & APP to inform next steps To know where your children are and be explicit in sharing their next steps and why	Appropriate use of assessment to set children’s next steps Use of a range of targets Set individual personal targets A stimulating classroom Well planned lessons that develop key skills Use of success criteria to move children on

- **All children are actively engaged in their own learning and it is enjoyable**

Expectations of children	Expectations of staff	Examples and strategies
Lead their own learning by formulating questions and applying enquiry and research skills Take an active role in all discussions and activities Children are self motivated and	Clear learning intentions and success criteria Clear instructions and key questioning to support and guide learning Provide for different styles of learning	Learning based around questions formulated by children Use talking partners and other strategies to promote higher order thinking skills Teachers use visual, auditory and kinaesthetic teaching styles

working in a range of different ways	Tailor planning to meet the needs of the children and base it on initial assessment	
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- All children are happy and safe**

Expectations of children	Expectations of staff	Examples and strategies
Respect staff and children Encourage and support each other Be positive Listen to each other Take pride in their learning Bring in water bottles daily Use equipment responsibly Behave responsibly on school outings Be able to communicate how they are feeling	Provide a safe and secure environment To encourage, value and listen to every child's contribution Two way communication with parents and staff and children and staff Know children individually Promote independence Promote self esteem Respect everyone Check equipment used is safe/risk assessments for school trips Be aware of children's health issues and know how to spot illnesses	Make time for children to discuss important issues/worries Positive feedback – orally and through marking and constructive criticism Encourage healthy eating and promote the importance of water Starboards and golden tray work

- All children are supported and enjoy a trusting, positive relationship with peers and adults and know what is expected of them**

Expectations of children	Expectations of staff	Examples and strategies
To openly recall their own learning To recount learning and forthcoming events enthusiastically at home Take learning home and back to school to link with home school learning	To be ready to listen and take on board, any queries/concerns children and parents may have To ensure all communications are sent so that parents know what is happening in school To provide opportunities for parents to be involved in class learning	Build in circle time discussion Recapping and discussing the learning that has happened during the day Developing parental awareness of what their children are learning and how to question them about it Open door policy for all

- The learning environment is stimulating and well managed**

Expectations of children	Expectations of staff	Examples and strategies
Know where resources are kept Surround themselves with whatever helps them learn Always feel they can ask for help and support Believe in themselves and have high expectations Use the learning environment to help them learn Make the most of the resources around them	Approachable and conducive to learning Engaging and up to date displays High expectations Celebrate achievement Appropriate furniture and age related resources Create interactive displays – VAK learners	Learning walls Working walls Subject displays Celebratory/golden work displays Success criteria on display Welcome/inform parents Star of the week Stickers and rewards Discovery tables

- Teaching is purposeful, positive, well paced, varied and stimulating**

Expectations of children	Expectations of staff	Examples and strategies
Make connections in their work Respect other children Ask questions Respond sensibly	Draw cross-curricular links where appropriate across subjects Value contributions/cultures Plan effective questions	Instructions in science, letters in history Celebrate talents, G&T invite ethnic minorities into school to talk

<p>To work independently and be confident to “have a go” To know when to seek help</p>	<p>Plan for different learning styles Provide “up to date” examples Will be overt and specific about curriculum links Use AfL All staff will have access to necessary training To give opportunities to learn and develop new skills</p>	<p>to children, use children’s’ parents Different hats for types of questions VAK Make use of Espresso clips Thinking skills</p>
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Effective learning should include

- Enjoyment and fun
- Encouraging children to be independent and choose their own strategies for learning
- Opportunities for working individually, in pairs and groups
- Providing activities involving problem solving and creative thinking
- Challenging children to take risks and use mistakes to further learning opportunities
- Children being aware of their targets for learning
- Using new information and skills in different contexts
- Being challenged in a supportive environment
- Developing/ employing learning to learn skills
- Use planning frames for children to structure their work

Effective teaching should include

- All children being actively engaged in the lesson
- Elements of fun, humour
- A good pace throughout
- Appropriate, relevant modelling or demonstration and clear instruction
- Asking challenging questions
- Responding positively to children’s’ questions/answers
- Input using visual, auditory and kinaesthetic strategies
- Leading children to understand and use their preferred learning style
- Peer teaching- explaining to others, peer assessment, talk partners, hot seating, role play etc
- Secure subject knowledge
- Developing pupils skills systematically so they become increasingly independent
- The ability to adapt teaching in light of ongoing assessment
- Instructions and explanations that are clear
- Fully engaging support staff in the teaching and assessment process
- Appropriate use of ICT

We know we are successful when...

Children

- Can share their learning
- Can explain what and why they are learning

Staff

- Know their children
- Can identify children’s’ learning and the next steps needed

In lessons

- There is evidence of learning
- Children make progress

Classrooms

- Are buzzing with excitement.
- Are stimulating

Equal Opportunities

All children have equal entitlement and equal access to all learning, irrespective of race, gender, religious belief and social background.

This policy was compiled by all staff during the Autumn term 2008. It will continually be under review, and aspects picked up and discussed frequently in staff meetings as part of our ongoing CPD.

Reviewed by staff and governors January 2010

To be reviewed January 2012