

Hillesley C.E.V.A. Primary School



Teaching & Learning Policy

Mrs Jayne Pedley

2016

Next Review – 2019

Hillesley CEVA Primary School

Teaching and Learning Policy

Rationale

School Mission:-At Hillesley School we welcome all children and aim to provide high quality education and personal development in an atmosphere of positive care and Christian values. All staff and Governors have agreed this mission and the purpose of this policy is to outline the means by which we will achieve this. This policy underpins all we do at our school. This is a team commitment and staff have agreed that therefore these policies must be carried out by all staff.

Along side the teaching of the essential skills of literacy, numeracy and I.C.T., children develop a knowledge and understanding of the world in which they live. Closely linked to these studies children learn about their role in society and how to be good citizens. They are encouraged to develop healthy lifestyles. They are given opportunities to explore issues and form their own opinions. They learn to respect and care for others, themselves and their environment;

We teach Christian values, such as honesty, perseverance, forgiveness and trust, to help children to make good choices about their lives. These values are used to develop good moral attitudes and provide children with the opportunity to reflect on life and the spiritual dimensions.

Children are encouraged to ask questions and to take initiatives to solve problems that affect them personally, locally and further afield.

Aims

We aim to make our school a caring and happy place where all children will:

- ② develop basic skills and a positive attitude to learning.
- ② receive a broad, balanced and relevant curriculum where first hand experiences and exploration are a fundamental element.
- ② be challenged and stimulated through well planned quality teaching and effective use of resources.
- ② have opportunities to develop creativity and express themselves through a variety of media.
- ② work collaboratively and independently, build on their successes and have high expectations of themselves.
- ② show care and respect for themselves, others, their school and their environment.
- ② grow in self esteem and confidence and develop high standards of behaviour
- ② have equal opportunities.
- ② experience an increasingly individualised learning journey.

By providing these experiences within a Christian framework we will ensure that all children will have the opportunity to develop their own personal spirituality and positive moral attitudes.

Implementation

To achieve these goals we believe that children learn best when they

-  Feel valued
-  Are happy, feel confident and are not worried about making mistakes
-  Are motivated
-  Have good role models
-  Have fun and lessons contain an element of excitement.
-  Use a variety of learning styles
-  Have scaffolds for learning
-  Build on previous learning and make links between their learning
-  Engaged in first hand, practical, relevant, active and challenging experiences
-  Set challenges and targets for themselves
-  Have a stimulating, creative and supportive environment
-  Know the boundaries and are not distracted by others
-  Are given opportunities to persevere, concentrate and solve problems
-  Listen and observe
-  Feel involved in their learning and have achievable targets, clear goals and expectations
-  Use a variety of resources including ICT
-  Feel there is an element of choice
-  Can share ideas and collaborate
-  See things from a variety of points of view
-  Express views and ideas, ask questions and solve problems
-  Are given time to explore, practise new skills and to reflect on what they've learnt
-  Apply learning in different contexts
-  Can celebrate success and have achievement recognised
-  Have a happy creative teacher

Pupils may have a variety of learning styles. Teachers at Hillesley will employ a range of teaching strategies to meet these needs. At times, much of the work takes place in finely-focussed guided groups. The school finds this approach to be very successful, with pupils making good progress. However, we also recognise the place and value of whole-class teaching. We also take the opportunities for children to work independently or in pairs.

Therefore to enable children to be effective learners all teachers will.....

-  Be positive – catch them being good – Smile!
-  Give praise, reward children for effort and suggest ways to improve.
-  Create a friendly, secure and enthusiastic classroom
-  Be fair and consistent – listen to children's points of view
-  Model good behaviours and attitudes
-  Know how children learn and apply VAK learning styles in their lessons
-  Use brain gym and brain breaks and music in lessons
-  Plan carefully and have clear learning goals
-  Set children challenging and realistic targets
-  Have high expectations for work and behaviour
-  Have lessons with an element of fun and enjoyment
-  Differentiate activities according to need
-  Model teaching and learning including thinking out loud
-  Be secure in subject knowledge and know where to go for help

- Share expertise and support other teachers
- Use assessment to help plan the next steps for learning, and monitor pupils progress
- Create an exciting learning environment with scaffolds and reinforcements for learning
- Give children time to develop their thinking and share their learning
- Give learners opportunities to express their ideas and thoughts
- Make time for pupils to reflect on their learning
- Give feedback to learners
- Evaluate their own work
- Be flexible
- Celebrate success and reward effort
- Provide equal opportunities and allow for individual responses
- Talk to parents, share what you are doing
- Work hard and persevere, take risks and be prepared to make mistakes
- Be enthusiastic, inspired and look for creative ways to deliver lessons
- Be given appropriate continued professional development and training opportunities
- Take care of yourselves
- Be happy teachers and enjoy your job!

This will take place in a warm friendly environment, where children have access to water and resources that will enhance this good teaching.

In our classrooms you would expect to see.....

Good use of ICT and technology

Displays which:

- are visually stimulating
- show children's involvement
- show pupils targets, golden rules, etc
- are prompts for learning.
- are supports for learning
- reflect and reinforce learning

Rooms that:

- are warm friendly and welcoming
- use space effectively
- have areas that can be used flexibly
- reflect the learning going on
- are lively, engaging, stimulating and fun
- are supportive of learners
- show children's involvement
- are healthy, safe and secure environments

Resources that:

- are well organised
- are appropriate to learners and learning
- are easily accessible to learners

Monitoring

The Headteacher will carry out at least half yearly observations of all classrooms and will use the monitoring sheet to evaluate the effectiveness of this policy. Feedback will be given back to the teacher. Observations carried out will refer to this monitoring sheet.

Governors on visits are asked to make reference to this policy and its' implementation.

Review

This policy will be reviewed by staff and governors in 3 years

This policy was drawn up in September 2016

Visiting Classrooms

The Primary Strategy outlines the principles of good learning and teaching – every child’s entitlement- <u>they only get one chance.</u> When visiting another classroom look to see how the teacher:	
Ensures that every child succeeds; <i>provides an inclusive education within a culture of high expectations</i>	Each child and has a contribution to make and is valued <u>Display</u> of children’s work – exciting and reinforces learning & acts as a prop / reminder of key objectives and expectations. <u>Teacher</u> - catches children being good – exhibiting the positive behaviours <ul style="list-style-type: none"> - Positive feedback and tone of voice, plenty of positive encouragement to build children’s confidence - Good questioning techniques – differentiated to include all children - Lively delivery of lesson (using V.A K. stimulus as appropriate) - Children encouraged to take risks – being wrong is alright <u>Activities</u> – differentiated and challenging <ul style="list-style-type: none"> - based on first hand experience - takes account of different learning styles
Builds on what learners already know: <i>structures and paces teaching so that children know what is to be learnt, how and why</i>	<u>Shared Key objectives</u> - reference to skills or concepts that the children are working on at start and end of lesson Display of objective if appropriate <u>LSW</u> – use of to support or stretch groups of children <u>Established routines</u> - brain gym <ul style="list-style-type: none"> - expectations of behaviour, standards, use of skills taught - Pride in their work - Children on task
Makes learning vivid and real: <i>develops understanding through enquiry, creativity, e-learning and group problem solving</i>	Teacher is enthusiastic, energetic, stimulating and a ‘risk taker’ Delivery varied, use of ICT if appropriate, drama, speaking and listening activities, role play Teacher and LSW acting as a model – showing the children how to do it not simply telling them, including role play Children actively involved in the lesson- use of first hand experience as a starting point to build on Activities are interactive , encouraging thinking and questioning skills.
Makes learning an enjoyable and challenging experience: <i>stimulates learning through matching teaching techniques and strategies to a range of learning styles</i>	<u>Teacher</u> - addresses different learning styles – V.A.K. <ul style="list-style-type: none"> - matches the experience to outcome and learning objective - provides first hand experiences for children - makes use of locality and people outside school to enrich lessons - plans sequential lessons building on knowledge and skills that are relevant <u>Environment</u> – lively displays <ul style="list-style-type: none"> - well organised resources enabling children to access them independently and make choices
Enriches the learning experience: <i>build learning skills across the curriculum</i>	<u>Careful planning</u> enables skills and knowledge to be built on, practised and used across the curriculum. Use of lively resources There is a holistic approach to learning –skills are taught and then reinforced in all areas Display- reflects learning and supports it Teacher creates opportunities for- speaking and listening, <ul style="list-style-type: none"> - practical hands on activities, - - visits and visitors, - involvement in the community/locality - shared learning

<p>Promotes assessment for learning; <i>makes children partners in their learning</i></p>	<p>Provides children with time to reflect on their learning Involves children in setting own targets and give them confidence to do this Encourages children to take responsibility for their learning, taking ownership of it Celebrates children's achievements – makes a fuss when they've made an effort or got it right Complete sessions with questions about what have we learnt.</p>
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