

# **Sutton St James Community Primary School**

## **Teaching and Learning Policy - September 2013**

### **Purpose**

This policy lays the foundations for the whole curriculum, both formal and informal and, along with our Vision, Values and Aims, forms the context in which other policy statements should read. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning the work of the School.

### **Principles:**

Learning is most successful when.....

- Lessons reflect a balance of learning styles and teaching methods.
- Learners are given the opportunity to follow the complete learning process: acquiring information or skills, reflecting on this and using and applying this knowledge or skill independently in new situations.
- High expectations are set.
- Everyone is enthusiastic.
- Learners feel safe and secure to take risks and learn from their mistakes.
- It builds on prior knowledge and learners know how well they are doing and are empowered with the next steps.

Expectations:

- Principle: *lessons reflect a balance of learning styles and teaching methods.*

Expectations of staff	Expectations of children	Examples and strategies
<ul style="list-style-type: none"> <li>✓ Plan Lessons which include practical activities, discussions and visual prompts</li> <li>✓ Use interactive whiteboards and visualisers when appropriate</li> <li>✓ Provide children with opportunities to use their own learning styles</li> <li>✓ Vary the delivery of lessons (whole class, group or individual)</li> <li>✓ Staff are aware of their own learning style and bias.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participate in a balance of activities</li> <li>✓ Try to work to their full potential</li> <li>✓ Engage and take ownership of their own learning</li> <li>✓ Use own initiative to make the most of equipment available.</li> <li>✓ Work independently when not with the adult led group.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Differentiate activities so all children can access learning</li> <li>✓ Using assessment and evaluation to decide on next steps and use this for future planning</li> <li>✓ Have a variety of equipment available</li> <li>✓ Differentiation of independent activities to suit learners</li> <li>✓ Alternate focus groups, so that all children have teacher input.</li> </ul>

- Principle: *learning builds on prior knowledge and learners know how well they are doing and are empowered to make the next steps.*

Expectations of staff	Expectations of children	Examples and strategies
<ul style="list-style-type: none"> <li>✓ Assessment is ongoing and reflected in planning by changes.</li> <li>✓ Feedback is given in an appropriate way either verbally or written</li> <li>✓ To give children age appropriate self assessment tools and teach them to use them</li> </ul>	<ul style="list-style-type: none"> <li>✓ To be active in their attitude to leaning</li> <li>✓ Listening to feedback and being responsible for trying to make the next step</li> <li>✓ To verbalise their success and next steps</li> <li>✓ To self and peer assess their work</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clear, concise and well differentiated planning</li> <li>✓ Planning has notes and revisions on</li> <li>✓ Time made for children to reflect and self assess</li> <li>✓ Feedback provided verbal and written</li> <li>✓ Agree success criteria with children</li> <li>✓ To provide self assessment tools e.g traffic lights, written success criteria</li> </ul>

- Principle: *learners are given the opportunity to follow the complete learning process, acquiring information or skills, reflecting on this and using and applying their knowledge or skills independently in new situations.*

Expectations of staff	Expectations of children	Examples and strategies
<ul style="list-style-type: none"> <li>✓ Make learning objectives explicit</li> <li>✓ Plan stimulating and inspiring lessons that allow children to experience new skills and also apply these to new situations</li> <li>✓ Model learning process</li> <li>✓ Encourage children to “have a go”</li> <li>✓ Provide reflection time</li> <li>✓ Mark work effectively</li> <li>✓ Make explicit the relevance and purpose of their learning to the world around them</li> </ul>	<ul style="list-style-type: none"> <li>✓ To attempt new skills</li> <li>✓ Prepared to take risks</li> <li>✓ Learn from their mistakes</li> <li>✓ Take a positive approach to peer and self assessment</li> <li>✓ Apply their knowledge</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discussion of LO</li> <li>✓ Match work to ability</li> <li>✓ Follow child interest – HA extended through thinking skills and open ended tasks</li> <li>✓ Teachers regularly model work / play</li> <li>✓ Positive feedback</li> <li>✓ Mini Plenaries used effectively</li> <li>✓ Targets</li> <li>✓ Success Criteria</li> <li>✓ Creative curriculum</li> </ul>

- Principle: *High Expectations are set*

Expectations of staff	Expectations of children	Examples and strategies
<ul style="list-style-type: none"> <li>✓ Use assessment to determine children’s levels</li> <li>✓ Plan effectively</li> <li>✓ Differentiate tasks</li> <li>✓ Provide enough time to complete tasks</li> <li>✓ Support where needed</li> <li>✓ Intervene where required</li> <li>✓ Give confidence to have a go</li> </ul>	<ul style="list-style-type: none"> <li>✓ Give their best</li> <li>✓ Stay on task</li> <li>✓ Be prepared to try</li> </ul>	<ul style="list-style-type: none"> <li>✓ Adjust planning from marking</li> <li>✓ Return marked work with constructive comments on as soon as possible</li> </ul>

- Principle: *Everyone is enthusiastic*

Expectations of staff	Expectations of children	Examples and strategies
<ul style="list-style-type: none"> <li>✓ Develop creative lessons through their planning which engages everyone concerned</li> <li>✓ To ensure the task is tailored to individual learning styles and abilities</li> <li>✓ Deliver lessons with pace and excitement showing personal enjoyment and enthusiasm</li> <li>✓ Prepare exciting and innovate resources to inspire</li> <li>✓ Value all children and their responses</li> <li>✓ Give children ownership of learning</li> <li>✓ Provide positive praise</li> </ul>	<ul style="list-style-type: none"> <li>✓ Respond to lessons in a positive manner</li> <li>✓ Take responsibility for their learning</li> <li>✓ Praise and encourage each other</li> <li>✓ Listen to each other with positive responses</li> <li>✓ Children to feedback on their successes with pride</li> <li>✓ Willingness to work and learn always giving their best for their own sense of achievement</li> <li>✓ Pride in everything they do</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sharing good examples and achievement through displays and planned lessons</li> <li>✓ Marking with positive praise and constructive comments</li> <li>✓ Observing what works well to enthuse and inspire children and using these methods in future lessons ( self evaluation)</li> <li>✓ School based reward system</li> <li>✓ Using school council so children can feedback positive responses on their learning and what they enjoy – Pupil Voice</li> </ul>

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**To be reviewed by September 2014**

**Headteacher:** .....

**Date:** .....

**Chair of Governors:** .....

**Date:** .....