

Teaching and Learning Policy

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Key principles

Children learn best when:

1. the whole team works and collaborates effectively
2. their learning is well planned and differentiated with tasks well matched to abilities, interests and learning style
3. their learning is evaluated and assessed and they are clear about what they need to do to make further progress
4. they are happy and secure in school, feel valued for their efforts and their individuality
5. their learning is supported at home and there is strong communication between home and school
6. their learning environment is purposeful, well organised, inspiring and fit for purpose
7. they have a positive and confident attitude towards learning and feel involved, inspired and motivated
8. their physical, spiritual, moral, cultural, social and emotional needs are understood and valued in school

1. Children learn best when the whole team works and collaborates effectively

There will be evidence in the learning environment of:

- A strong sense of collegiality
- A high degree of professional conduct
- The relevance of effective Deaf Educational practice

Therefore we must:

- Recognise and value the different roles, responsibilities, talents and contributions of all members of the team
- Plan time to communicate between all adults involved in the class.
- Be a critical friend to each other with positive, constructive support
- Effectively implement Deaf Educational practice
- Provide feedback from courses
- Provide an exemplar of professional conduct within school, including being punctual and respecting confidentiality.

Implications for the whole school will be to:

- ensure that all adults and children are aware of the aims, values and expectations of the school
- ensure that the staff team is aware of all policies and decisions and that these are applied consistently
- provide appropriate time and resources for effective CPD to take place
- provide a high quality induction to new staff
- support staff wellbeing

Related policies and documents:

- Staff Induction handbook

2. Children learn best when their work is well planned and prepared, with learning tasks well matched to their abilities, interests and learning styles**There will be evidence in the learning environment of:**

- focused teaching with clear learning aims and objectives
- children clear as to the expected outcome
- work well matched to children's abilities
- High quality resources used, including ICT
- children actively engaged in learning activities, motivated and on task
- differentiated work in children's books
- a range of strategies and teaching techniques and resources including provision for auditory, visual and kinaesthetic learning
- adults being used effectively, clear in their role and impacting on children's learning

Therefore we must:

- be clear that the focus of planning is to raise children's achievements
- ensure all activities are based on learning intentions
- plan for specific learning intentions first in terms of knowledge, skills and understanding
- ensure that plans address the issues of differentiation such as pace, groupings, extension, support resources and the role of all adults within the class
- ensure that plans reflect the evaluation and assessment of previous learning
- ensure that planning is rigorous but flexible enough to respond to the unexpected
- plan for a balance in types of activities
- provide opportunities for practice, revision, re-visiting, application, consolidation
- structure and sequence the learning intentions and activities
- plan for quality rather than number of experiences
- consider the individual needs, interests, abilities and learning styles of the children
- have high expectations of all children and plan achievable, realistic, challenges and goals
- ensure that what is planned is achievable within the time
- consider carefully when to withdraw or integrate children requiring additional support
- ensure that plans for small group work taking place outside of the classroom relates to whole class objectives
- ensure that plans are accessible and available to all members of the teaching team

Implications for the whole school will be:

- a school curriculum comprising units of work which are continually evaluated and updated to ensure a broad and balanced and inspiring curriculum
- schemes of work in place which ensure continuity and progression, and fulfil statutory requirements
- a programme in place to monitor the quality of planning across the school
- to continue to review and develop all aspects of our planning
- ongoing review of available resources
- adequate budgets to ensure appropriate availability of teaching and learning resources

Related policies and documents:

- Curriculum Policy

3. Children learn best when their learning is evaluated and assessed and they are clear about what they need to do to make further progress

There will be evidence in the learning environment of:

- Children's work being continually assessed
- Work regularly marked with positive comments and suggestions for improvement and effective feedback including how to improve
- Children re-drafting work in collaboration with their teacher
- Children responding to each other's work

Therefore we must:

- Continually assess children's learning using a range of strategies including observing, questioning, focused marking
- Ensure our marking provides clear guidance for the next steps in learning
- Record and analyse all assessment data and use it to identify patterns in learning
- Develop children's ability to critically assess and review their own work and that of their peers
- Plan regular opportunities for observations and assessment
- Maintain records of children's progress and attainment
- Link assessment data to interventions

Implications for the whole school will be to:

- Regularly review the school's Assessment Policy
- Regularly review the school's Marking Policy
- Ensure that moderation meetings ensure accuracy of judgements
- Ensure regular meetings to discuss pupil progress

Related policies and documents:

- Target-setting Policy
- Marking Policy

4. Children learn best when they are happy and secure in school, feel valued for their efforts and their individuality

There will be evidence in the learning environment of:

- children feeling valued and secure
- children who are motivated to learn

- teacher enthusiasm
- high self-esteem
- children willing to take risks and to learn from their mistakes
- a high degree of mutual respect between adults and children

Therefore we must:

- provide positive, enthusiastic role models and be approachable, reassuring and supportive
- value children as individuals
- be consistent and fair
- encourage children in their learning and praise their efforts
- foster and maintain positive attitudes
- be aware of individual needs, interests and abilities
- balance high expectations with achievable targets
- listen and respond to children's viewpoints
- value efforts and achievements and praise and reward children appropriately
- be constructive and diagnostic in our comments
- enable children to feel unafraid, to have a go, to take risks, to ask for help and enable them to realise that mistakes are a positive learning experience
- establish and maintain clear guidelines, boundaries and expectations of behaviour
- establish and standardise organisational routines and procedures
- foster a sense of belonging to their class and to the school

Implications for the whole school will be to:

- continually monitor children's wellbeing
- regularly review the school's vision and values as outlined in the school prospectus
- regularly review the school Behaviour Policy
- provide opportunities for children's achievements to be shared and celebrated

Related policies and documents:

- Behaviour Policy

5. Children learn best when their learning is supported at home and there is strong communication between home and school

There will be evidence in the learning environment of:

- Strong relationships between parents/carers and staff
- parents' expertise being used to support specific curriculum areas
- high quality written communication to parents/carers
- effective parent/carer newsletters
- a friendly and welcoming school

Therefore we must:

- be welcoming and approachable to all our visitors
- be willing to make appointments at mutually convenient times to discuss concerns
- hold regular meetings to discuss each child and approaches to teaching and learning
- keep parents/carers informed about the school through letters, newsletters and website

- encourage parents/carers to support homework and to extend the children's learning to the home environment
- hold regular events to which all parents/carers or family members are invited
- ensure parents/carers are regularly made aware of their child's attainment and progress
- listen to the interests, concerns and views of parents/carers
- expect parents/carers to inform the school of significant changes that may affect their child
- welcome parents/carers to help in school, encourage active parental support in the classroom and encourage them to share their expertise
- invite parents/carers and members of the community to events, celebrations and performances

Implications for the whole school will be to:

- clearly communicate all teaching arrangements to parents/carers.
- ensure all parents/carers are aware of the ways in which they can become involved in school
- provide regular parents'/carers' evenings
- provide regular correspondence in a range of forms
- maintain an effective website
- provide workshops to support parents/carers in key areas of learning
- provide opportunities for family learning
- carry out an annual parents survey and respond to its findings
- provide formal appointed opportunities to discuss children's progress and achievement

Related policies and documents:

- Homework Policy
- Home-School Agreement

6. Children learn best when their learning environment is purposeful, well organised, inspiring and fit for purpose

There will be evidence in the learning environment of:

- good classroom organisation with clearly labelled resources
- a role play area which reflects the current topic, designed and created by staff and children (in the Primary Department)
- children familiar with the classroom rules and routines
- high quality displays which celebrate children's work and inform learning
- artefacts and books displayed for children to use and handle
- children feeling involved and interested in their classroom environment
- the topics which are being studied

Therefore we must:

- be flexible in the organisation of furniture to respond to varied teaching strategies
- ensure the children are aware of the appropriate materials and can use them independently
- empower children to have responsibility for the care of their environment
- create designated areas for specific types of activities and ensure they are resourced accordingly
- ensure ease of access and movement around the room
- expect children to take responsibility for resources, their work space and the whole classroom
- ensure resources have a specific place and that they are labelled, available and accessible to the children
- communicate clear routines and organisational procedures

- establish guidelines and boundaries about expected behaviour and ensure that these are known, understood and implemented by the children
- provide a variety of different types of display including process, product, interactive, celebratory, informative, tactile, starting point, 2D, 3D
- create displays of a consistently high standard that reflect and support the current learning
- ensure that every child has some work on display

Implications for the whole school will be to:

- ensure that the school looks attractive, welcoming and well maintained
- ensure the physical comfort and safety of each room in terms of heat, light, ventilation, hygiene, appropriate size of furniture and adequate work surfaces
- provide central areas for the storage of resources which are available for teachers' use
- provide adequate classroom storage
- provide high quality CPD and ensure that good practice is shared

7. Children learn best when they have a positive and confident attitude towards learning and feel involved, inspired and motivated

There will be evidence in the learning environment of:

- children taking a pride in their work, conduct and school
- children enthused and wanting to share what they are learning
- children being given and taking responsibility
- trips, visits and visitors to school

Therefore we must:

- model good learning behaviours
- give children responsibility in the classroom and around the school
- give children opportunities to demonstrate what they know
- involve children/young people in setting their own targets
- ensure timetabled enrichment
- plan opportunities for group work, collaborative tasks, practical investigations, drama, role-play
- consistently follow school's reward system
- recognise opportunities for learning, even if they have not been planned for.

Implications for the whole school will be to:

- ensure that the curriculum provides children with their full entitlement
- monitor and evaluate children's attitudes to learning
- monitor and evaluate the quality of teaching
- provide opportunities to teachers to share ideas that inspire learning ensure the school is well resourced

Related policies and documents:

- Curriculum Policy

8. Children learn best when their physical, spiritual, moral, cultural, social and emotional needs are understood and valued in school

There will be evidence in the learning environment of:

- a high degree of mutual respect
- children showing respect for all members of the school community
- children being aware of and appreciating other cultures
- aspects of children's home life being shared
- time provided for quiet reflection

Therefore we must:

- develop our understanding of children's home lives, cultural heritage and faiths
- ensure that children's social and cultural backgrounds are valued
- promote positive attitudes about themselves
- allow children to explore and discuss philosophical and moral issues
- maintain effective links between home and school
- support and encourage children to appreciate differences and differing opinions
- displays and artefacts reflecting cultural diversity
- ensure that the curriculum reflects the diversity within the school community
- ensure displays and resources reflect the diversity within the school community
- celebrate a range of festivals throughout the school year

Implications for the whole school will be to:

- regularly review and update the school's Single Equalities Policy
- ensure all school policies support the school's values with regard to equalities
- plan a rolling programme of celebrations of religious and cultural festivals

Related policies and documents:

- Behaviour Policy
- Single Equalities Scheme

- the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values
- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting discrimination.