

HUSTHWAITE CHURCH OF ENGLAND PRIMARY SCHOOL

Teaching and Learning Policy November 2016

Core Principal

What has been learned is more important than what has been taught. How we learn and approach learning can affect our progress- Growth mindset versus Fixed mindset.

Rationale

At Husthwaite CE Primary School we value all teaching and learning experiences which contribute to the development of the whole child. We strive to raise levels of attainment for all pupils enabling them to achieve their personal best and to become confident and enquiring life long learners.

The purposes of this policy are to:

- promote a shared understanding of what makes for effective teaching and learning;
- children taking ownership of their learning using growth mindset principles;
- ensure the progress of all children;
- provide an agreed basis on which to evaluate effectiveness in teaching and learning;
- identify opportunities for continuous professional development to enhance teaching and learning;
- create opportunities to share good practice.

Equal opportunities

In accordance with the school's Equal Opportunities Policy all children are given full access to the curriculum. Staff help all children to reach their full potential irrespective of race, gender, age or ability.

Good learning happens when teachers:

- promote a growth mindset
- have good subject knowledge and understanding of subjects to be taught
- maintain good personal relationships with pupils - individuals need to feel valued to learn effectively
- plan effectively, with clear learning objectives and appropriate activities
- share models of good work and use these to generate success criteria
- a range of question types
- plan a broad and balanced curriculum
- assess children's work to ensure progress and inform future teaching (Marking and Feedback Policy)
- involve the children in setting challenging but realistic targets, give children opportunities to improve their work in lessons
- success criteria created during and referred to during the lesson
- self- or peer assessment related to success criteria
- use a variety of teaching styles including use of 'learning through play' in both the Foundation Stage and main school
- embed ICT skills in all curricular subjects in addition to teaching in 'isolation'
- differentiate the curriculum
- utilise support staff and helpers effectively
- range of interactive strategies, **not** dominated by teacher talking
- create a secure and stimulating learning environment - working walls

Teachers are supported by:

- having a clear understanding of their role
- colleagues, mentors, line managers and the School Management Team
- evaluation and feedback on their planning, teaching and children's work
- appropriate In Service training and Professional Development Opportunities.

Children's Learning

Children enter school at different stages of development; they learn in different ways and make different rates of progress.

Learning is most effective when children:

- are engaged, appropriately challenged and extended
- are motivated to work to the best of their abilities using the growth mindset model
- understand what they are doing, how well they have done and how they can improve
- acquire new knowledge and skills through a practical 'hands on' approach rather than purely through didactic teaching approaches
- are given time and opportunities to develop ideas and increase their understanding by explaining and mastering topics
- work in a secure environment supported by Positive Behaviour Management

What has been learned is more important than what has been taught

Learning opportunities provided should include:

- investigation
- experimentation
- listening, talking, discussion
- observing
- asking questions
- role play
- use of imagination
- repetition and consolidation
- problem solving
- promoting independent choice
- use of ICT

Learning styles should include

- individual learning
- collaborative learning in pairs and groups including planned use of Activity and Challenge Days
- one to one learning with adult or peer
- opportunities for Visual, Auditory and Kinaesthetic learners

Home-School Links

Each term a class newsletter is issued, detailing work to be undertaken, as well as how parents can support learning at home.

The school has a separate Homework Policy.

Children are encouraged to take home reading and library books daily.

Parents receive feedback during consultation evenings, where targets are shared and annual reports.

Parents also share responsibility for learning by

- ensuring children have the best attendance possible
- equip their children for school with correct uniform and PE kit
- help their child to be healthy and fit for school
- promote a positive attitude to school and learning
- promote independence, resilience and decision making

Resources

High quality resources are essential to assist children in their learning.

Each classroom is equipped with a basic set of resources appropriate to the age range of the children ensuring equality of access. We have a range of ICT resources to engage learners. Each class teacher has personal access to a laptop for planning, preparation and assessment. Specialist resources are stored in central or curriculum area stores, and are audited by the Subject Leaders.

Evaluating our effectiveness

Teaching and learning is monitored and evaluated through:

- planning
- assessment
- records and reports
- classroom observation
- children's work
- talking and listening to children
- formal and informal staff discussion
- parent consultation
- data analysis
- performance management

This policy is to be read in conjunction with the following policies.

Special Educational Needs and Disability

Assessment and Marking and Feedback

Assessment, Recording and Reporting

Behaviour Policy

Homework Guidance

This policy is supported by appendix 'What Makes a Good Lesson?'

January 2016