

Castle Hill St Philip's CE Primary



Teaching and Learning Policy

Date policy last reviewed: January 2022
To be reviewed: January 2024

POLICY STATEMENT

The Christian ethos and values upon which Castle Hill St Philip's CE Primary School was founded inform this policy. It is these foundations which will guide how we live, learn and educate at Castle Hill St Philip's and therefore they should be in evidence in all that we do.

At Castle Hill St Philip's we believe in the concept of lifelong learning and seek to create and maintain a learning community for children and adults alike. We maintain that learning should be a rewarding and enjoyable experience for all. We believe that appropriate teaching and learning experiences will help children to lead happy and rewarding lives, improve their life chances and encourage learners to aspire to achieve their potential and economic well-being.

Aims

As a school we aim to:

1. Create a learning culture which empowers teachers with the knowledge and skills to maximise their impact on the school community.
2. Provide success criteria against which outstanding teaching and learning practice can be celebrated and all other practice developed
3. Ensure a common high quality of experience for all children to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning
4. Actively and openly share and develop all teaching and learning practice, aspiring to achieve an outstanding standard
5. Provide a forum for the study, review and development of current and future teaching and learning practice, which enables staff and children to remain stimulated and focused.

TEACHING AND THE TEACHER'S ROLE:

- Ensure learners feel safe and secure by providing a stimulating, inclusive, safe learning environment.
- Create a positive ethos in the classroom and beyond through building excellent relationships and incorporating high levels of praise and encouragement
- Establish clear classroom routines.
- Make learning fun, enjoyable and relevant.
- Take into account and plan for different learning styles.
- Create a culture of pride in learning and achievement.
- Foster a climate of success through resilience and perseverance.
- Develop well planned, prepared and paced lessons that maintain high levels of interaction with the children.
- Share clear learning objectives and success criteria with children
- Set and share challenging and achievable targets
- Provide differentiated learning experiences matched sensitively to the needs of individual children and groups.
- Give children responsibility for their learning and promote skills in independent learning.

- Ensure continuity through planning schemes of work which build on prior learning, are cross-curricular where appropriate, and are informed by on-going assessment.
- Evaluate lessons in order to modify and improve future teaching.
- Demonstrate high expectations of behaviour consistent with the Rewards and Consequences Policy.
- Ensure time is used productively for adults and children.
- Mark and assess learning in order to track pupil progress and inform future planning.
- Use homework effectively; particularly to reinforce and extend what is learned in school or to prepare for a new topic.
- Use Assessment for Learning strategies to engage all children, measure progress and gauge understanding.

LEARNERS AND THE LEARNER'S ROLE:

- Make learning fun and enjoyable for everyone by following school rules.
- Take some responsibility for their own learning – through exercising choice, asking pertinent questions, explicitly developing skills, influencing outcomes and sharing expertise.
- Recognise and understand how they learn best and so make positive choices about their learning.
- Engage effectively and be pro-active in their own learning.
- Evaluate and reflect on their own learning.
- Recognise and act on agreed targets.
- Accept support from both adults and other children which may take the form of interaction, collaboration and adult intervention.
- Allow others to learn and respect their differences and contributions.
- Make links to prior knowledge.
- Care for resources and our physical environment.
- Develop positive mind sets and attitudes to become resilient learners.

OUR MAIN AIM: TO MAXIMISE EVERY LEARNER'S POTENTIAL

In order to make this aim a reality, as well as implementing the 'Elements In Practice' (outlined below), teachers at Castle Hill St Philip's should, as a team of staff, always:

- Set high expectations of learners at school that clearly define the effort and behaviours that children should put into learning in lessons.
- Communicate optimism by using positive language and designing challenging tasks.
- Demonstrate a commitment to every learner's success, making him or her feel included, secure and valued.
- Create an environment where learners feel able to make mistakes, take risks and learn from them.
- Create opportunities for learners to develop personal qualities such as considerate behaviour, perseverance, resilience and commitment and team work that will enable them to contribute effectively to the community.
- Set high expectations of learners at home - engaging parents/carers in their child's learning in partnership with the school.

- Model positive behaviour which is promoted consistently through all aspects of the school enabling all members of the school community to be role models within the wider community.
- Use summative and formative assessment as an integral part of the teaching, learning, assessing cycle to inform future planning.
- Use assessment to identify and target underachievement.
- Create an environment for learning in which children are motivated and believe that they can learn.
- Create well organised classrooms and learning areas with accessible, quality resources that support all learners.
- Create an atmosphere in school that is happy, calm and consistent.

ELEMENTS IN PRACTICE

All lessons should contain the elements listed below. These strategies empower us to consistently deliver high quality lessons. In so doing we believe these elements are core to enable us to unlock a child's full potential and hence maximise their progress and level of attainment:

1. Learning Objectives are Identified, Shared and Revisited and Integral to the Structure of Lessons

Learners should be made aware of the 'big picture' when embarking upon a new learning experience. This will help them to contextualise their learning and they are more likely to feel some ownership of the experience.

Learning Objectives will be shared at the beginning of a lesson, presented in child friendly language and couched in a "Can I ..." question. The learning objective should be explained, discussed and understood. Success Criteria should be shared with the children so that they know how to create a successful outcome. The LO and Success Criteria should be displayed prominently and referred to at the end of the lesson to assess against achievement.

2. Variety of Learning Activity

The main activity elements of lessons are critical in making learning an enjoyable, challenging and rewarding experience. Main activity elements should be varied and stimulate learning through matching teaching techniques and strategies (including ICT) to the range of learning styles and needs within the class in order to actively engage all learners. Teaching techniques and strategies should accommodate the different learning styles and develop the skills and abilities to learn independently and collaboratively.

3. Differentiation to Enable All Children to Succeed

For the core subjects, teaching and learning is based on a differentiated input model whereby lessons are planned and differentiated on a daily basis. Teachers use outcomes and assessment to inform their planning for the next lesson. Differentiation is specific and targeted dependent on the learner's next steps.

Differentiation is achieved mainly by task and level of support but can also be achieved through choice of resource or by outcome. A healthy learning environment is one where a variety of approaches are employed over time.

4. Assessment used Formatively to Involve Children in their Learning

Assessment, both summative and formative, enables adults and children to know where they are in their learning journey and, crucially, it helps to identify the necessary next steps.

This will be achieved through:

- Following the Marking Policy so that learners are kept informed about progress and next steps.
- Sharing, discussing and explaining learning objectives with children.
- Sharing explicit success criteria with children.
- Sharing with children exemplars of learning previously produced by other children.
- Asking a range of question types that encourage more developed answers.
- Enabling children to respond more thoughtfully by giving them the language they need to structure their answers.
- Incorporating into lessons opportunities for children to think about their responses, share their thoughts with talk partners and listen to others.
- Providing the basis for varied and effective feedback and development points for children to help them realise their potential by making them active partners in their own learning.
- Reflecting on learning objectives during plenaries and actually asking the question: "Can I ...?"
- Developing children's self and peer assessment.
- Providing experiences and activities that enable children to be involved in assessing and monitoring their own achievements.
- Ensuring that assessment yields information that is useful in helping to improve learning; helping teachers to get to know children and to plan learning with appropriate pace and challenge; helping children and parents to understand how they learn best, and how well they have learned.

MONITORING AND REVIEW

We are aware of the need to review the school Learning and Teaching Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology, changes to the physical environment of the school, outcomes from current research and/or Ofsted Inspection reports. We will review our policy every two years.