



High March

TEACHING AND LEARNING POLICY

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Useful Websites	
www.gov.uk/df	

High March

Teaching and Learning Policy

At High March we believe in the concept of lifelong learning and the idea that both adults and pupils learn new things everyday. Although we recognise that extensive learning takes place within the classroom we acknowledge just how much learning takes place outside of the classroom. We offer a wide range of activities beyond the formal timetable to enable each pupil to pursue her individual talents and interests. We maintain that learning should be a rewarding and enjoyable experience. Through our teaching we aim to equip our pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things throughout their lives. The School will ensure through its processes and practices that our pupils 'be healthy', 'be safe', 'enjoy and achieve', 'make a positive contribution' and through gaining increasing skills and knowledge achieve 'economic well being'.

We believe that our pupils learn in different ways. At High March we therefore try to provide a rich and varied learning environment that allows for each pupil to develop their individual skills and abilities to their full potential.

Effective Learning

To be effective learners, our pupils are given the opportunity to develop the characteristics of a learner including:

- Communicating ideas and information through speaking and writing.
- Seeking information from a range of sources.
- Taking steps towards independent learning.
- Posing questions and solving problems.
- Developing an enquiring mind.
- Reading and using ICT in order to find information.
- Applying what has been learnt to unfamiliar situations.
- Evaluating their work.
- Developing an enjoyment of learning.
- Developing a pride in achievements and a desire to succeed.
- Developing a willingness to work with, listen to and value the opinions of others.

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe. We aim to ensure our teaching includes the following, which we regard as being key to achieving good learning:

- An atmosphere of mutual respect between adults and pupils exists.
- Pupils feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.
- Pupils have high self-esteem, with all children feeling valued and secure.
- Pupils are willing to take risks in their learning and learn from their mistakes.

- Pupils' learning outcomes are displayed around the classroom and the School for others to appreciate and admire.
- Learning activities enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- The pace of learning is optimised for progress and high quality outcomes.
- Activities enable pupils to learn independently.
- Tasks involve pupils collaborating on projects.

We offer opportunities for our pupils to learn through:

- Investigating and problem solving
- Research and finding out
- Group work
- Paired work
- Independent work
- Whole-class work
- Asking and answering questions
- Use of ICT and audio/visual resources
- Fieldwork and visits to places of educational interest
- Creative activities
- Responding to musical or tape recorded material
- Debates, role-plays and oral presentations
- Designing and making things
- Participation in athletic or physical activities

We encourage our learners to:

- be active participants
- be organised
- be observant
- be able to seek information independently
- communicate ideas (orally and/or in writing)
- look for patterns and a deeper understanding of what is presented to them
- ask questions and solve problems
- apply previous knowledge to the unfamiliar
- evaluate their own work
- be willing to work with others and be sensitive to their needs

We encourage our pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn.

Effective Teaching

Through our teaching we aim to:

- Ensure each pupil is actively involved in their learning and knows what is expected of them.
- Offer each pupil regular praise and constructive feedback (both oral and written) on their work and realistic targets to promote progress.

- Know the strengths and weaknesses of our pupils and differentiate accordingly.
- Use a range of teaching strategies to match the needs of the children and the lesson.
- Ensure lessons are well planned and resourced.
- Share learning intentions with pupils and encourage them to engage in their own learning.
- Use assessment to inform future planning and teaching.
- Plan homework to support learning.
- Enable pupils to become healthy, confident, resourceful, enquiring and independent learners.
- Foster pupils' self-esteem and help them build positive relationships with other people.
- Develop pupils' self-respect and encourage pupils to respect ideas, attitudes, values and feelings of others.
- Show respect for all cultures and, in doing so, to promote positive attitudes towards other people.
- Enable pupils to understand their community and help them feel valued as part of our community.
- Help pupils grow into reliable, healthy, independent and positive citizens.
- Inspire pupils by communicating a passion for the subject.

At High March we aim to ensure all lessons are effective and display the following features:

- Clear learning intentions.
- A punctual start and finish.
- A clear beginning and end, with plenary.
- An explicit structure, which enables pupils to know what they have learnt and how this links with previous lessons.
- Well marked work with evaluative comments and, when appropriate, targets for improvement or suggestions for further investigation.
- Awareness of pupils' individual needs - pastoral problems, sensitive issues, special educational or language needs.
- High expectations of pupils.
- Active questioning to ensure all pupils understand content.
- Teaching styles that introduce new ideas in a variety of ways.
- Activities that increase pupils' ability to work independently.
- Group activities that develop pupils' self-confidence and cooperation.
- Effective use of a good range of resources.
- Good use of information technology where appropriate.
- Good behaviour management.
- Productive participation of pupils in their learning.
- A good pace maintained throughout, enabling each pupil to work to their full potential.

When teaching we focus on motivating the pupils and building on their knowledge, skills and understanding of the curriculum. We use the School's Long Term Plans to ensure coverage of teaching content across the year groups. These plans set out what is to be

taught to each year group in each subject.

We have Medium Term Plans that identify the learning intentions for each term and half term. We plan lessons with clear learning intentions and learning outcomes. Our plans contain information about the tasks to be set, the way the lesson will be differentiated to meet all learning needs and the resources used. We evaluate our lessons so that we can modify and improve our teaching and make learning for the pupils more effective. Each teacher has a planning book or file which they use to record their short term plans for individual lessons.

We believe pupils learn effectively when the teacher provides:

- Thorough preparation.
- Shared Learning Intentions which are understood by the pupils.
- Clear expectations of what pupils are expected to achieve by the end of the lesson.
- Open-ended thought provoking, challenging questions.
- An atmosphere where pupils are prepared to take risks and have a go.
- Appropriate pace to the lesson.
- Lessons where pupils' understanding is developed through first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference.
- Planned educational visits to reinforce and stimulate learning.
- Lessons where pupils' previous learning and interests are built upon, through purposeful application of knowledge to different situations.
- Opportunities to review and reflect on the learning.
- Thinking time before answering questions.
- Developmental feedback and constructive comments of pupils' work to enable them to improve.

We base our teaching on our knowledge of the pupil's level of attainment. We strive to ensure that all tasks set are appropriate to each pupil's level of ability. When planning work for pupils with identified learning needs, we give due regard to information and targets contained in the pupil's Learning Success Passport . We equally ensure that our planning extends and challenges our pupils identified as gifted or talented.

We set academic targets for pupils in each academic year and we share these targets with the pupils and parents.

Each of our teachers makes a special effort to establish good working relationships with all pupils. We treat the pupils with kindness and respect. We treat them fairly and give them an equal opportunity to have their learning needs met and to participate in all school activities. All teachers follow the School's Behaviour and Pastoral Care Policy. We encourage the pupils to follow the School's 'Golden Rules' which are placed in every classroom. We praise pupils for their efforts and, by doing so, we help build positive attitudes towards School and learning in general.

We ensure that all tasks and activities are safe. When we plan to take pupils out of School we undertake risk assessments and obtain parental permission.

Our classrooms are attractive learning environments. The displays are changed regularly. The School holds an annual Art Exhibition, to share with parents and the locality the high standard of work being achieved.

All teachers reflect on their own strengths and weaknesses and plan their professional development accordingly through a thorough Appraisal System.

The Headmistress undertakes regular lesson observations and feeds back to the staff.

We conduct all teaching and learning in an atmosphere of trust and respect for all.

Effective Assessment

We believe that assessment is an important tool to allow each teacher to help the pupil. It ensures more effective teaching by providing the evidence for closer matching of tasks to each pupil's needs. It assists the pupils by providing them with an indication of what stage they have reached in the learning process. It helps identify future planning and teaching strategies. It also helps us to recognise and move on from success. To this end we encourage:

- Pupils use of frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – eg. redrafting writing in collaboration with the teacher.
- Teachers motivating pupils to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable.
- Independent learning, where children use assessment information to direct their own learning activity.

In addition to specific assessment procedures, teachers will:

- Ensure the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback.
- Ensure feedback and marking is frequent and regular providing pupils with very clear guidance on how learning-outcomes can be improved.
- Have high expectations for all children and plan, resource and direct differentiated learning activities that give support and issue challenge for all.
- Keep agreed assessment records.

We believe that Assessment for Learning:

- Is part of effective planning
- Focuses on how pupils learn
- Is central to classroom practice
- Is a key professional skill
- Has an emotional impact by promoting self esteem
- Affects learner motivation
- Promotes commitment to learning intentions and assessment criteria
- Helps learners know how to improve

- Encourages self assessment
- Recognises progress from pupils' previous best work
- Gives us as a School an overview of our standards

We believe that effective evaluation:

- Links our assessment to better teaching and learning.
- Of one week's work should inform our next week's work.
- Of the outcomes of assessment by using data from formal assessment informs our planning.
- Gives the opportunity to look at the assessed questions and discuss with the pupil ways to improve.
- Through work scrutiny identifies a pupil's progress.
- Supports the School in the use of appropriate teaching strategies by allocating resources effectively.
- Ensures that the School buildings and premises are effective in supporting successful teaching and learning.
- Supports the monitoring of teaching strategies in respect of health and safety regulations.
- Supports the monitoring of the effectiveness of teaching and learning strategies in terms of raising pupil attainment.
- Complies with the Assessment, Recording and Reporting Policy.
- Ensures that staff development and performance management policies promote good quality teaching.

Monitoring and Evaluation

Standards of teaching are regularly monitored and evaluated in order to obtain the highest possible standards. This is done in a supportive manner to ensure encouragement and dissemination of good practice. It takes the form of:

- Work scrutiny, both for consistency and standard of marking and for monitoring equivalent standards between parallel sets
- Lesson observations/Learning Walks
- INSET
- Induction Programme for new staff
- Review of policies and standards by senior managers
- Appraisal (see separate Appraisal Policy)

Communication with Parents

We hold formal evenings for parental discussion twice a year to discuss progress and strategies for improvement. However, informal discussion is encouraged and parents use email and School diaries as a means of communication. If a teacher or a parent has any concerns about the learning of a pupil, we encourage open dialogue and our paramount aim is always to address the needs of the individual child to improve their development and learning experience.

Parents receive a detailed School report every July. This outlines their child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future.

Related Documents:

- Aims and Ethos Policy
- Appraisal Policy
- Assessment, Recording and Reporting Policy
- Curriculum Policy
- More Able and Talented Policy
- Homework Policy
- Inclusion Policy
- Learning Support Policy
- SEND Policy
- SMSC Policy