"Let your light shine"

Frieth C.E.C. School
Learning and Teaching Policy

Member of staff responsible: Headteacher
Governing body committee responsible:
Reviewed: Annually
Headteacher's signature: Martin Gosling
Chair of Governor's signature: Jill Dean

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Aims and Purpose of the Policy

- To demonstrate how we promote quality learning by delivering quality teaching
- To ensure consistency, continuity and balance in matters concerning classroom practice throughout the school

This written policy reflects the practice and beliefs within the context of this school.

School Aims and Vision

This Learning and Teaching Policy is set firmly in the context of our whole School Vision Statement above and the individual curriculum subject vision statements.

Characteristics of Learning:

- Enthusiastic, well motivated children, interested in what they are doing
- Children working purposefully and on task to the best of their ability
- Children who are resilient and proactive in seeking challenge
- Children are keen and eager to ask questions
- Children knowing what is expected of them and why
- Children having a sense of pride in their work
- Demonstration of good relationships between staff/children and children/children
- Achievement and attainment are 'good'

An effective learning environment will enable children to:

- Establish positive attitudes towards learning and challenge
- Produce work for a variety of audiences
- Practise new skills and apply concepts and resources to new situations
- Work individually and as members of a collaborative group
- Value their own work and that of other pupils
- Acquire a sense of well being and concern for others
- Build on their own success and aim to achieve their best in order to increase self esteem
- Learn from adults in the wider community and through discussion and debate
- Use modern technology as an appropriate aid to learning
- Make choices and play a role in planning and organising their own learning appropriate to their developmental stage
- Develop the ability to manage their own time and meet the challenge of completing tasks

- Consider and appraise their own work and progress, through self and peer evaluation
- Explore areas of knowledge with an open mind, developing the ability to exchange ideas and opinions
- Develop the ability to distinguish fact from opinion and to recognise prejudice and bias
- Develop an awareness of beauty, wonder and awe through their senses: eg. language, poetry, fiction, pictures, movement, music and creative drama

Characteristics of effective teaching involves:

- Thorough planning and preparation
- Effective use of assessment to inform planning
- Use of a variety of teaching strategies
- Plan for a range of learning styles
- Children being treated as individuals and challenged appropriately
- High expectations of children
- Teachers who are confident in the subject, possessing up to date knowledge and training
- Teachers who have a knowledge of equal opportunity issues and who are sensitive to the needs of particular groups, including those of other faiths or cultures
- A stimulating environment
- Children's work valued and carefully displayed
- A well resourced school and easy access to resources
- Establishment of good discipline, a system of positive reinforcement
- Self-evaluation by teachers
- A happy supportive team – staff and governors
- Children treated as individuals and praised for their achievements
- Staff skills deployed appropriately

As practitioners we will:

- Provide environments that are; challenging, stimulating, calm, happy, organised, well resourced and safe
- Provide an environment that makes learning accessible to all
- Provide a broad curriculum, enabling children to have access to a range of opportunities that will nurture their individual enthusiasms and achievements
- Provide appropriately structured activities so that children can learn and practise new skills
- Know when to intervene and when to allow pupils to work on their own
- Have clear aims and targets for classroom teaching

- Choose teaching styles to suit the purpose of the subject and the learning needs of pupils
- Manage time, resources, space, pupil groupings and adult assistance, to promote the learning of specific knowledge or skills and to keep pupils on task
- Use strategies to encourage pupils to evaluate the tasks they are given, the way in which they complete them and to assess their own work
- Require pupils to work at an effective pace, with a clear understanding of the work required of them
- Provide evaluative feedback to the pupils on work completed and in progress
- Give children first hand experience where possible by taking them out of school on educational visits or by bringing artefacts and people into school

Pupil's Voice:

The children have defined the approach to learning and teaching within the school in these ways;

- We are more involved it is definitely better
- We get answers quicker
- Better that we are spoken to rather than read to
- We are involved more and having fun
- Enjoy learning more
- Learn more in a fun way.
- We speak to our families more about what we have done
- Whole school topic is a good idea it means we do the same and can talk at home about it
- We remember better if we see and are told

Special Educational Needs and Equal Opportunities

We have detailed policies for Special Educational Needs and Equal Opportunities.

We are concerned with all children's physical, social, emotional and intellectual development at all stages of their learning journey. Consequently, special educational needs may include any or all of these areas of development.

Management of Teaching and Learning

Monitoring and Evaluation Processes

In order to ensure high quality learning and teaching throughout the school we employ a range of strategies:

- Continuing Professional Development – courses
- In house training
- Lesson observations, work scrutiny, lesson plan scrutiny all of which are carried out by; Headteacher, SLT and peers.
- Performance Management is linked to the School Development Plan and 'Guidance on evaluating the quality of learning'.
- Sharing of good practice
- Moderation exercises
- Team teaching
- Purchase of equipment in line with the SDP

Judging the Overall Effectiveness of the School

All available data is used to judge the overall effectiveness of the school. The progress of specific groups of children will be carefully monitored to ensure that all children are receiving their full entitlement irrespective of gender, ability, ethnic origin and social circumstances, having access to the whole curriculum and making the greatest possible progress.

Priorities for Development

The Headteacher, staff and governors identify educational priorities and targets and develop a short-term (yearly) and a long-term (three yearly) School Development Plan.

The priorities and targets are reached by:

- Considering, and where appropriate implementing, national priorities
- Identifying the school's strengths and areas for development
- Carrying out an analysis of strengths, weaknesses, opportunities and threats (SWOT analysis) with parents, staff, governors and children

The School Development Plan has clear measurable objectives and targets and the progress towards these targets is evaluated termly in the Headteacher's Report to Governors.

Partnerships

The school collaborates with a wide range of providers in the community that positively enrich learning and teaching within the school. The Headteacher, staff and

governors evaluate the effectiveness of the relationships that our school has with parents in a variety of ways:

- Parents are invited to complete an annual questionnaire
- There is an 'open-door' policy. Parents are encouraged to help in school and participate in an open dialogue. There are regular invitations to special events, information sessions and parent workshops.
- Parents work in partnership. The Home-School Agreement is used to ensure that expectations are clear. The Homework Policy, with other policies, is shared with parents.