

Teaching and Learning Policy
Emmanuel CE School



Teaching and Learning Policy

1. Mission statement

At Emmanuel school broad opportunities are provided for individuals to develop their full potential and allow them to be healthy, happy and secure. We follow UNICEF's principles of a Rights-Respecting School (RRS), based on the United Nations Convention on the Rights of the Child (UNCRC), where each member of the school community has rights.

Building on our Christian ethos and in partnership with the whole school community, we provide a stimulating and caring environment where individuals are valued and nurtured morally, spiritually and academically. We stress the fundamental principle;

“Always treat others as you would like them to treat you” Matthew 7:12

2. Aims and Objectives

As a school we aim to:

- Continue to embed and develop a range of 'good practices' in respect of teaching and learning.
- Ensure consistency across our school in the teaching methods used and in the on-going assessments of pupils' learning.
- Follow an agreed focus and criteria for monitoring teaching and learning and classroom practice.

Through our teaching we aim to:

- Ensure that we inspire in all pupils a love of learning and the desire to continue to learn.
- Enable our children to become independent, confident learners who take increasing responsibility for their own learning.
- Develop lively and enquiring minds.
- Ensure our children feel happy, secure and safe in school.
- Equip our children with the necessary skills for learning, now and in the future.
- Enable our children to access a broad, balanced and relevant curriculum in a variety of ways.
- Promote positive attitudes towards other people and respect for all cultures and beliefs.

3. Effective Learning

An effective learner will:

- Be self-motivated and engaged with their learning.
- Be eager to participate.
- Ask questions showing a lively and enquiring mind.
- Allow others to work.
- Try their best.
- Be kind and helpful to others.
- Be able to work effectively independently as well as within a group.
- Take ownership of their own learning by self assessing, knowing their targets and checking where they are with their learning.
- Listen and respect what others have to say.
- Explain their thinking.
- Extend their learning by completing homework and self study tasks.
- Enjoy learning.

4. Effective Teaching

An effective teacher will:

- Create a safe atmosphere in their classroom where children feel happy and secure to share their thoughts and ideas openly, as well as feeling comfortable to make mistakes and learn from them.
- Remember learning should be fun! Be creative!
- Make effective use of the interactive whiteboard and teach from it.
- Have resources readily available.
- Clearly explain the WALT and WILF of the session and encourage children to refer back to it to progress their learning.
- Model clearly to the children what is expected of them in every session. Instructions to be given clearly, developing an understanding of key vocabulary.
- Allow time for pupils to think, explore, share, explain. Effective use of talk partners where children explain their thinking and are encouraged and challenged.
- Make effective use of any support staff ensuring that they are impacting on pupil progress during all parts of the session.
- Make sure introductions are prompt but effective. Work at a pace but check for pupils understanding.
- Use higher order and varied questioning techniques, involving all children. Push children to extend their thinking and answers through extended sentences.
- Give pupils enough scaffolding, word banks, resources to allow for them to succeed.
- Differentiate effectively. Ensure that the work pupils have been given is matched to their ability; always setting a challenge.
- Plan and then teach with the expectation that all pupils will make progress.
- Regularly check pupils' understanding throughout the session by making effective use of mini-plenaries.
- Set high expectations of presentation, encouraging children to take pride in their work.
- Make use of self and / or peer assessment throughout sessions.
- Effective plenaries will revise, assess, celebrate and / or introduce work.

5. Effective Classroom Environment

An effective classroom will:

- Be welcoming and inviting to children and adults, reflecting cultural diversity and community cohesion.
- Promote a good atmosphere for learning where displays are current, interactive, thought provoking and celebrate children's work.
- Support and challenge learning through resources being accessible.
- Be safe and hazard free
- Be well organised.

Every classroom is required to have a display for:

- Literacy
- Mathematics
- Science with SC1 objectives displayed on it
- Topic
- Religious Education
- Class Rights Respecting Charter

6. Effective Planning

Long Term curriculum planning maps for each year are revised yearly to ensure they are relevant to each particular cohort.

Effective Literacy Planning will:

- Be planned for daily with opportunities for independent extended writing planned in weekly in KS1 and in every unit for KS2. School planning format must be used with all sections completed fully.
- Have Assessment for Learning opportunities which will impact upon your next lesson.
- Have a spelling and grammar focus. This may also be in a separate spelling or phonics lesson.
- Clear WALT and WILF for each session in child friendly language so pupils can access it.
- Include interactive teaching strategies to ensure there is 'less teacher talk and more child talk'.
- Teacher input to be identified in sufficient detail. Must identify questions that will be asked. Bulleted points can be used.
- Mini-plenaries to be planned into sessions to review teaching points and move the learning on based on feedback during the lesson.
- The activities pupils will be completing must show clear differentiation between the groups. E.g. variation in the task, level of support and modelling provided or progression in expectation of skills.
- Self-assessment time at the end of a lesson where children are able to reflect on the progress they have made during the lesson in relation to the skill they were practising.

Effective Numeracy Planning will:

- Have Assessment for Learning opportunities which will impact upon your next lesson.
- Clear WALT and WILF for each session in child friendly language so pupils can access it.
- Include interactive teaching strategies to ensure there is 'less teacher talk and more child talk'.
- Teacher input to be identified in sufficient detail. Must identify questions that will be asked. Bulleted points can be used
- Include opportunities for children to practise their fluency, reasoning and problem-solving skills.
- Mini-plenaries to be planned into sessions to review teaching points and move the learning on based on feedback during the lesson.
- The activities pupils will be completing must show clear differentiation between the groups. E.g. variation in the task, level of support and modelling provided or progression in expectation of skills.
- Self-assessment time at the end of a lesson where children are able to reflect on the progress they have made during the lesson in relation to the skill they were practising.

Effective Science Planning will:

- Be planned weekly or in blocks each half term. Knowledge and investigational skills must be taught in every session.
- Ensure every session will have a knowledge WALT and a SC1 WALT on display and explained to the children.
- Be taught as part of the class topic where appropriate or as a discrete subject.
- Include high order questioning, which will be highlighted in blue on science plans.
- Key Vocabulary for the main session must be listed. This must include revision of previous vocabulary.
- Mini plenaries to be planned into sessions.
- Activities pupils will be completing must be identified. Planning in this area must show clear differentiation between the groups.
- Self-assessment time at the end of a lesson where children are able to reflect on the progress they have made during the lesson in relation to the skill they were practising.

7. Effective Marking

Effective Marking will:

- Be selective and relate to the learning objective.
- Have 'golden highlights' to make explicit where the children have met the learning objective.
- Provide explicit comments on HOW children can improve their work.
- Show evidence of progress.
- Show opportunities for self or peer assessment.
- Give individual targets to children.
- Be legible by children and in KS2, joined up handwriting will be used by the marker in accordance to the school's handwriting policy.

8. Monitoring and Review:

The aims and objectives outlined in this policy are evident in the day to day working of the school.

This will be monitored through:

- Classroom Observations and Drop Ins.
- Book scrutiny
- The progress of the School Development Plan.
- External Inspection.
- School Improvement Partner support.
- Whole school data including attainment and progress.
- Communication with children, parents and the rest of the school community
- Staff professional reviews in line with the Performance Management Policy.

9. Early Years Foundation Stage

Many of the principles mentioned previously in this policy will reflect good practice in the EYFS. However, where there are exceptions or additions, they have been recorded below.

- Classroom Environment
 - Personal, Social and Emotional Development
 - Communication and Language
 - Physical Development
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and design
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- A range of activities should be planned for all areas (both indoors and outdoors) and also including opportunities to explore learning through: small worlds, sand and water trays and role play areas.
 - Outdoor Learning Environment
 - The outdoor area must be an extension from the classroom.
 - Each area of learning in the EYFS consists of Development Matters and Early Learning Goals. Development Matters are stages of development that the children will work through to meet the Early Learning Goals which are the knowledge, skills and understanding that we would expect the children to acquire at the end of Reception.
 - None of the areas of learning and development can be delivered in isolation from the others. These are all of equal importance and delivered through planned, purposeful play, with a balance of adult-led and child initiated activities. The characteristics of an effective learner underpin the planning and teaching across all areas of learning: Playing and Exploring (engagement), Active Learning (motivation), Creating and Thinking Critically (thinking).

Learning Through Play

At Emmanuel CE Primary School, we feel that play inside and outside is a very important part of young children's lives. This is underpinned by Unicef's Rights Respecting Article 31 where it states that "All children have the right to relax and play, and to join in a wide range of activities." Through play, children have practical, hands-on, meaningful experiences. Play allows children to make sense of the world, encouraging them to explore and investigate in a non-threatening way. Play also provides an opportunity for children to come to terms with themselves, their culture, language, other people and the world, helping them to make sense of real life situations. We believe that through play children can learn at their own level and pace and can explore and experiment without fear of failure. Being outdoors offers children the freedom to explore, use their senses and be physically active.

Planning

All children develop and learn in different ways and at different rates. We plan for a range of different learning experiences for our children, to meet all their needs. All Early Years staff have input into the planning. We plan for the children at three levels, long, medium and short term. Long term planning consists of what children will experience for the year. Medium term planning consists of what children will experience for that half term and short term planning consists of what children will experience for that week. Our weekly planning shows whole class teaching, adult guided activities and the range of activities which meet the different areas of learning.

10. Roles and Responsibilities

The role of governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by helping to allocate resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school;
- ensure that staff development and performance management policies promote good quality teaching and learning;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the half-termly Headteacher's report to governors.

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and/or investigative work;

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- holding parents' evenings which provide an opportunity to discuss progress children are making;
- Hold parent workshops to support parents in different aspects of their child's learning.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance and punctuality record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit (as applicable);
- ensure that their child is supported with homework activities which consolidate learning;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

Policy reviewed

January 2017

Agreed review schedule

3 yearly

Next review due

January 2020

Reviewed by (signature)

Flick Rea, Chair of S&HR

Kathryn Fitzsimmons, Head Teacher