



**Teaching and
Learning Policy
March 2013**

THE RATIONALE

In every school, every child has an entitlement to benefit from the teaching of the highest quality. This policy sets out the criteria that will be the expected standard for all our teaching. Teachers will be given the professional responsibility to ensure that their teaching meets this standard. The head teacher, senior leaders and other key members of staff will monitor teaching to see that this high standard is met. This policy should be read in conjunction with the school's policy for Performance Management and its Self evaluation schedule.

PURPOSES OF THE POLICY

- To ensure that all pupils benefit from teaching of the highest standard.
- To provide a basis for monitoring, evaluation and review.
- To ensure all staff are given feedback on their strengths and areas for development within their teaching.
- To improve the quality of teaching, learning and standards.

BROAD GUIDELINES

1. Teachers are expected to base their teaching on secure subject knowledge.
2. Teachers are expected to teach basic skills regularly and effectively.
3. Teachers are expected to recognise levels and be familiar with the next stage of learning (primarily in the core subject areas).
4. Lesson planning should have clear objectives expressed in the knowledge, skills and understanding that the pupils need to acquire to extend their learning.
5. All lessons should be planned in line with school policy and procedures and individual expectations.
6. Teaching should challenge, inspire and extend the learning of pupils of all ability levels.
7. Teachers should set high expectations.
8. Teachers should use an appropriate range of teaching methods to enable all pupils to learn effectively.
9. Strong features of teaching should include clear explanation, good use of language, extensive vocabulary, a wide range of questioning, build on prior learning, regular use of investigation and information technology and pace.
10. Teachers should manage pupils well and must insist on high standards of behaviour.
11. Teachers must ensure that time, support staff and other resources, especially ICT are used effectively.
12. Teachers should assess pupils' work thoroughly and use their assessment to help pupils overcome difficulty, inform future planning and raise standards.
13. Teachers should use homework effectively to reinforce and extend what is learned in school.

14. Teachers should ensure that the environment promotes learning. Expected features of a positive learning environment are attached as an appendix to this document.
15. All staff must be proactive in implementing and promoting inclusive practice, including dyslexia friendly and EAL strategies.

Assessment for Learning: (Refer to Marking and Feedback Policy)

There are four overarching practical areas which we will embed within all our teaching and learning.

1. Sharing learning outcomes. Being clear about what the pupils are expected to learn and that they know what they have to do to be successful through clear success criteria.
2. Asking better questions. Using questions that cause thinking and giving pupils more support to answer them. To be skilled at explaining.
3. Making feedback count. Improving the quality of verbal and written feedback given to pupils.
4. Promoting assessment by pupils. Developing peer and self-assessment to help pupils to give each other feedback as they are learning.

CONCLUSION

This will result in learners who:

1. Acquire new knowledge, skills and understanding well.
2. Apply intellectual, physical or creative effort to their work.
3. Are productive and work at a good pace.
4. Show interest in their work, sustain concentration, and think and learn for themselves.
5. Understand what they are doing, how well they have done and how they can improve.

Prepared by L Bates

Spring 2013

Agreed Governors _____

Appendix: Expected features of a positive learning environment and ethos.

- Good classroom rules, routines and ethos promote positive behaviour for learning.
- Learning environment needs to be arranged and organised to promote learning and children's attainment and respect for themselves and others
- The learning environment encompasses the physical environment and routines followed by the children.
- Displays are a tool for different styles of learning, appreciating work and for showing routines and rules.

Classrooms should:

- Be tidy and stimulating
- Reflect current learning and teaching
- Have organised resources
- Have clearly labelled areas, drawers and resources
- Encourage independency
- Have furniture arranged for safety, good learning and positive ethos
- Bear in mind the agreed principles of dyslexia friendly learning environments.
- Reflect the cultural and racial diversity of each cohort.
- Be safe, emotionally and physically

All Classrooms at Gorse Hill Primary School will have:

Targets

Objectives (WALT)

Success Criteria/Steps to success (WILF)

School rules

Visual time tables

Photos and digital photo frame,

Instructions (fire)

VCOP wall

Working Walls

Who we are self-portrait, countries we come from, languages spoken display.

Mission Statement- 'Working together to do our best'

School house captains

Children's sticker reward cards

Class notice board, newsletters, rotas.

Trays labelled.

Books relevant to children's ages, current interests and topic.

Dual language dictionaries (KS2)

Dual language books

Visual prompts and scaffolds including cohort specific EAL prompts (months of year, days of week, alphabet, numbers)

Displays supporting current learning including interactive displays.

What makes a good learner display including capturing children being stuck and how they got unstuck.

3b4 me display

Displays labelled using languages spoken in the class.

A system in place for the use of home school planners