

Forest Edge Learning Federation



Teaching and Learning Policy

Name of School:	Breamore CE Primary and Hale Primary
Name of Responsible Manager/Headteacher:	Emma Clark – Executive Headteacher
Date Policy approved and adopted:	June 2016
Date Due for review:	June 2018

Introduction:

At Forest Edge Learning Federation we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and objectives:

We believe that children learn best when there is consistency and continuity in our approach. We hold common expectations of our practice and through mutual challenge and support we ensure that it is of a consistently high quality.

We expect each teacher to take a full and determined responsibility for the progress of all of the pupils in their class. We expect teachers to have consistently high expectations of all pupils in all areas of their learning and school-life.

We believe that people learn in different ways and schools within the federation aim to provide a rich and varied learning environment that allows children to develop to their full potential.

Through our teaching we aim to:

- ✓ enable children to become confident, resourceful, enquiring and independent learners
- ✓ foster children's self-esteem and help them build positive relationships with other people
- ✓ develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- ✓ show respect for all cultures and in so doing, to promote positive attitudes towards other people
- ✓ enable children to understand their community and help them feel valued as part of this community
- ✓ help children grow into reliable, independent and positive citizens
- ✓ take a pride in their work and the work of others

Effective learning:

Children's learning is the central purpose of everything connected with our curriculum. Helping children learn – academically, socially, spiritually, emotionally, and physically – is the only real purpose of schools.

Children's learning will respond to their current and future personal needs, their future career needs and the needs of the varied societies and cultural groups in which they are likely to play a part.

Learning is planned to be active, in the sense that **children must engage with their own learning**. For primary children, this means that learning, relevant to the future is placed in a context that is meaningful to their present lives.

Children share responsibility for their learning with their teachers, parents and carers. The proportion of responsibility each bears will depend on the age and characteristics of the children. Nevertheless, learning is constructed in such a way that, by the end of the primary years, children begin to see and experience the potential for taking responsibility for their own learning.

Effective learning results in:-

- ✓ Knowing you have succeeded
- ✓ Explaining what you have learned
- ✓ Applying it to other situations
- ✓ Teaching it to someone else
- ✓ Feeling good about yourself
- ✓ Feeling you can do more

Effective Teaching:

Teaching across Forest Edge Learning Federation will include the following key elements to ensure high quality teaching and learning. New teachers to our school will receive training to ensure they fully understand these elements and to enable them to embed these strategies in their everyday practice. The following are seen as our non-negotiables:

- ✓ Learning intentions are shared orally and/or displayed.
- ✓ The learning journey (the big picture) is shared with the children (eg through learning ladders).
- ✓ Success criteria are used as 'steps to success' to enable children to work independently.
- ✓ Modelling and guided writing help scaffold children's learning.
- ✓ Teachers will have high expectations of all pupils and ensure the correct level of challenge for **all** children.
- ✓ Teachers will demonstrate that they have secure subject knowledge.
- ✓ Lessons will be planned to engage, excite and enthuse children and promote discussion.
- ✓ Formative assessment is evident and effective with a range of assessment for learning strategies being used to adjust teaching accordingly.
- ✓ **No hands up policy** encouraging participation by all pupils.
- ✓ Response partners that are changed weekly thus encouraging children to be able to work with a wide variety of different partners.
- ✓ Use of praise and rewards to motivate.
- ✓ Where appropriate learning will be cross curricular providing a context for learning.
- ✓ Mistakes are seen as opportunities for more learning.
- ✓ Use of questions that are carefully designed and planned to extend thinking.
- ✓ Appropriate practical resources are available for all children **throughout** the school.
- ✓ Differentiation in a variety of ways ensures all children can make good progress – (same bar different ladders).
- ✓ Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- ✓ Appropriate pace to ensure progress by all.
- ✓ Enthusiasm and passion.
- ✓ Opportunities for independent and collaborative learning.
- ✓ Quality feedback through effective interactive marking (see marking and feedback policy).
- ✓ Excellent behaviour management that encourages the development of positive learning behaviours.

- ✓ A growth mindset is actively promoted.
- ✓ A commitment from teachers to treat children with respect and kindness at all times.
- ✓ At Hale teachers actively promote the Hale Charter of Rights and Responsibilities.
- ✓ At Breamore teachers actively promote the Christian values.

We offer opportunities for children to learn in different way. These include:

- ✓ Investigation and problem-solving.
- ✓ Research and discovery.
- ✓ Group work.
- ✓ Paired work.
- ✓ Independent work.
- ✓ Whole class work.
- ✓ Asking and answering questions.
- ✓ Through the effective and appropriate use of IT.
- ✓ Fieldwork and visits to places of educational interest.
- ✓ Creative activities - designing and making things.
- ✓ Participation in sporting or physical activity.
- ✓ Debates, role-play and oral presentations.

Inclusion:

We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify learning and teaching as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation. All children have equal access to the curriculum regardless of their gender, disability or ability. All groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

The Learning Environment:

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality work by the children. Classrooms are:

- ✓ Welcoming.
- ✓ Calm and purposeful.
- ✓ Well resourced.
- ✓ Organised to enable independence and resourcefulness.
- ✓ Working walls map our learning journey.

Staff Training:

Staff reflect on their strengths and areas for development and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We organise staff training to;

- ✓ Support priorities identified in the School Improvement Plan and Performance Management process

- ✓ Network contacts, information and knowledge of good practice
- ✓ Encourage colleagues to support each other and share expertise and specialist skills and knowledge
- ✓ Remain knowledgeable about the requirements of the National Curriculum and the **Foundation** Curriculum
- ✓ Promote knowledge of current trends in education, share philosophy and commonality of practice
- ✓ Provide a forum for school's self-evaluation and provide the skill to do this
- ✓ Enable all staff to develop the skills required to support the children in their learning

Evaluating Teaching and Learning:

We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked to OFSTED criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across the federation.

The evaluation of teaching and learning is carried out through:

- ✓ Classroom observations.
- ✓ Learning Walks.
- ✓ Sampling pupils' work.
- ✓ Sharing pupils' work with colleagues, agreement trialling and celebrating successes.
- ✓ Displaying work throughout school and discussing quality.
- ✓ Internal moderation of pupils' work.
- ✓ Discussion with pupils.

The Role of the Head Teacher and Governing Body:

The Headteacher and Governing Body have a responsibility to:

- ✓ Support the use of appropriate teaching strategies by allocating resources effectively.
- ✓ Ensure that the school buildings and premises are best used to support successful teaching and learning.
- ✓ Monitor teaching strategies in the light of health and safety regulations.
- ✓ Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- ✓ Ensure that staff development and performance management policies promote good quality teaching.

The Role of the Parents/Carers:

We believe that parents have a fundamental role to play in helping children to learn.

We inform parents about children's learning by:

- ✓ Inviting parents to consultation evenings.
- ✓ Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can be improved further.
- ✓ Explaining to parents how they can support their children.
- ✓ Running workshops.

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

We ask parents to:

- ✓ Ensure that their child has the best attendance record possible.

- ✓ Ensure that their child is equipped for school for partaking in activities.
- ✓ 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 Review.

This policy will be reviewed as part of the schools monitoring cycle.
The Head Teacher and staff will review this policy in June 2018.

Signed.....CoG