

Teaching and Learning policy



*May our roots go down deep into the soil of God's love and keep us strong
Ephesians 2 v 17*

*Our vision is to be a happy, vibrant and caring school with deep roots in the Christian faith,
where all grow and flourish (spiritually, academically, socially and emotionally).*

SEEK, BELIEVE, ACHIEVE!

Make a tree good and its fruit will be good... for a tree is recognised by its fruit Matthew 12 v 33

Together we strive to

- *SEEK knowledge about the amazing world around us and to understand God's teaching for our lives.*
- *BELIEVE that if we grow as a family together in our care, courage, respect, honesty, and responsibility, we will*
- *ACHIEVE our full potential, to be the best we can be*
- *As a tree makes fruit, a good person brings life to others Proverbs 11 v 30*

Introduction

Although we recognise that rich learning takes place within the classroom, we recognise the wider learning opportunities which occur outside the classroom and beyond the school. Teachers manage these multiple learning environments to enable all our pupils to **seek, believe and achieve their potential**. Staff at Speen School also deem themselves to be learners, who wish to evaluate and improve their own practice, pro-actively seeking opportunities for their own professional development.

Effective teaching

Teachers make their lessons purposeful through...

- Planning** clear teaching activities which build on pupils' prior learning, are appropriately pitched and provide challenge for all learners
- utilising a stimulating **programme of study** ensuring that the teaching styles and resources pupils encounter are appropriate, varied and challenging, offering opportunities for the highest standard of personal achievement by pupils across the ability range.
- providing lessons which are **purposeful**, well prepared, structured and paced to make effective use of the time available.
- ensuring that pupils have a clear understanding of the **learning objectives** and expectations held of them individually, according to their ability and aptitude and of the targets to which they are working.
- giving **clear instruction**, questions and explanations
- giving pupils opportunities to **review and reflect upon their progress** and the next steps in their learning.
- through **assessment** and accurate record keeping, identify any gaps in knowledge or skills to ensure that learning is progressive and continuous,
- maintaining an **up to date knowledge** of the curriculum they are delivering.
- utilising **wider links** beyond school to extend pupils learning
- Encouraging and motivating pupils' level of **focus and attitude to learning**
- incorporating **spiritual, moral, cultural and social learning links** across the curriculum
- utilising the skills and expertise of other **staff members** to ensure optimum learning for each child
- communicating with parents**, keeping them informed of children's progress, topics to be studied and curriculum developments.

Teachers make their teaching effective by...

- **planning lessons which are interesting and stimulating**
- **role modelling enthusiasm** for the different subject areas and learning
- **devising imaginative/creative approaches** to the development of knowledge and skills (eg in their teaching strategies or by the use of ICT and multimedia)
- using **varied teaching styles** and learning activities to take account of pupils' needs, preferred learning styles and different interests
- using **praise and positive reinforcement** to foster pupils' self-esteem, motivation and confidence
- creating **displays** of pupils work and relevant stimuli which change regularly
- encouraging children to demonstrate their skills and understanding through being **actively involved** in their learning by for eg presentations, drama, discussion and role play

Teachers create an orderly environment and manage classes efficiently by...

- being consistent in classroom procedures and expectations of behaviour
- organising resources (including staff), in such a way as to promote orderly classroom management, pupil independence and progress
- routine assessment and tracking of achievement in line with the school's Assessment, Recording and Reporting policy and the procedures and deadlines agreed within the school
- regularly reviewing pupil assessments to promote effective learning

Effective learning

Learning is effective when pupils...

- feel valued as individuals and are actively involved in the learning process
- build relationships in an atmosphere of mutual **respect** and kindness
- enjoy lessons and readily respond to the challenge of the tasks set.
- are encouraged and motivated by staff
- experience a sense of achievement
- are able to fully participate in lessons with tasks and resources appropriate to their next steps in learning

Pupils are encouraged to take responsibility for their learning by

- concentrating on tasks set and listening attentively
- evaluating their achievements against learning objectives
- developing confidence to raise questions, try alternative methods and ask for help when it is needed
- working independently when required
- working collaboratively, helping others

Pupils are helped to develop the following skills;

- to persevere with tasks they find difficult without losing heart
- to respond positively to learning opportunities that are offered
- to evaluate, redrafting work to uplift quality
- to retain knowledge, making connections in the application of their learning
- to adapt to different teaching strategies and ways of working
- to communicate information and ideas and explain their thinking

The partnership between home and school is a vital element in the achievement and success of every pupil.

We expect Parents / Carers to...

- ensure their children attend school regularly and punctually.
- ensure their children arrive at school with the correct uniform and equipment.
- provide support for their child's behaviour and discipline within the school.
- be realistic about their children's abilities and offer encouragement and praise.
- participate in discussions concerning their child's progress and attainments.
- give due importance to home learning and hearing reading
- allow their children to take increasing **responsibility** as they progress through the school.
- where time allows, use their own talents in developing the school community by assisting in class and on educational visits, supporting after school clubs, PTA events and other school initiatives.
- keep the staff informed of any changes in the child's circumstances which may affect their learning.

Home learning

As a school, we consider homework to be a valuable element of pupils' learning.

Therefore:

- children are encouraged to work at home on a regular basis
- it is expected that all children will read at home and share books with their parents/carers
- further practise in basic skills may be set at the class teacher's discretion.
- homework is monitored, checked and marked by teachers.
- parents are also asked to monitor their children's homework

Use of resources

Teachers will ensure that;

- there is a range of appropriate, accessible and labelled resources available from which pupils can **responsibly** select materials suitable to the task in hand
- all pupils know where resources are kept and the rules about their access and use
- pupils are encouraged to choose, collect and return resources when finished using
- children and teachers work together to establish an attractive, welcoming and well organised environment promoting **respect** and **care** for all resources.

I.T. is a major resource which is used across the curriculum, whether this be the teacher's PC, individual pupil Chrome books or i-pads, the interactive whiteboard, use of the internet to research or to utilise appropriate activities, taking photos etc to consolidate and further pupils' learning.

The Library is also a valued resource. Pupils are encouraged to use it as a source of information and to treat its contents with **care** and **respect**.

Monitoring

The headteacher will monitor the quality of teaching. Aspects may include for eg, the use of resources, teaching assistants, how well the lesson plan furthered pupils' learning etc.

Governors will also visit to observe teaching and learning to deepen their understanding of current provision and to monitor aspects of the school development plan.

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