GWINEAR SCHOOL TEACHING AND LEARNING POLICY
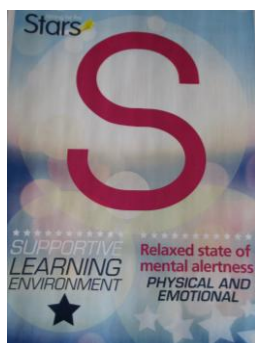
STARS Our Model of Learning.

We recognise that for children to be able to learn they must be in a comfort zone where their emotional and physical needs are met. All staff work hard to provide an atmosphere where children feel safe to take risks and know that their efforts will be valued. Staff are trained to use 'Green Light' classroom techniques and activities such as 'Thunks' and 'Brain Gym' to prepare children for learning. High expectations of behaviour help to maintain a positive climate for learning (see also behaviour policy).

At the start of most lessons teachers will specifically describe the learning intention using WALT (We Are Learning To…). This will b will often be supported with a list of component parts of the learning and requisite skills known as the 'Success Criteria'. Assessment for learning questioning techniques are used to check children's starting points and links are made to previous learning so that children's experiences are rooted in the familiar.

Through direct teaching and modelling, using a range of styles to appeal to different learners, teachers demonstrate what successful outcomes look like. They clearly explain the task and the differentiated levels of challenge before checking that children are clear about the expectations. Teaching has excellent pace and where possible is enriched with the use of ICT.
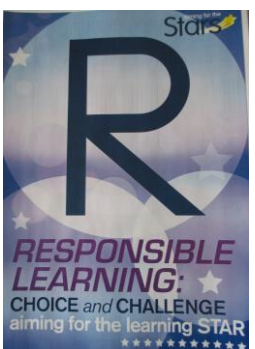
Children are encouraged to challenge themselves but to be responsible learners who are able to recognise when they need support. A range of methods of differentiation are used to ensure that all children are able to make progress from their starting points and extension activities are available for children who make rapid progress. Mini plenaries are used to consolidate or redirect learning where necessary.

Children evaluate their own work through self and peer assessment. They reflect on what exactly made the learning achievable and/or what barriers to accessing the learning still exist. Teachers use plenaries to celebrate success, to consolidate learning and to look forward to the next steps to come. 100% work is displayed in classrooms and 'Stars of the Week' are applauded in the celebration assembly on Fridays.

Learning and Teaching Policy

Learning is the journey of developing new skills, knowledge,
concepts and attitudes and connecting/applying those to previous and future
understanding."

Gwinear School's Definition of Learning

Purpose

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

The importance of this policy to the curriculum

The staff of this school are committed to raising standards and providing the best education for the pupils in the school. This policy seeks to identify the features of effective teaching which translate the aims of the school and the curriculum into relevant and challenging learning experiences for all pupils. The staff are united in this and work to establish an ethos of continuous improvement.

In this school there is:

- effective planning that takes account of the learning needs of all pupils;
- effective teaching that motivates and inspires all pupils to achieve their best work;
- relevant opportunities for pupils to engage in a wide range of challenging learning experiences;
- appropriate continuity and progression in the learning of all pupils from Reception to Year 6;
- a combination of the best features of educational practice whilst implementing the National Curriculum and national strategies.

Strategy for implementation

Entitlement and curriculum provision

In this school teaching and learning ensure that all pupils:

- are interested and motivated in their work;
- achieve success and make progress in their learning;
- derive satisfaction from their achievements;
- have confidence in their ability to work at an appropriate level;
- experience an appropriately broad and balanced curriculum;

- have equality of access to learning and subjects of the curriculum;
- experience a range of teaching methods;
- are involved in integrated and subject-specific activities;
- work individually and as a member of a group;
- have their progress in the key skills of learning monitored and recorded;
- work with a number of adults;
- learn in a purposeful atmosphere where there is respect between adults and pupils.

The learning environment

Learning environments:

- enable pupils to develop their ideas through independent enquiry;
- make best use of the school's outside environment and educational visits to other locations that link to learning in the classroom.
- enable pupils to take appropriate responsibility for the organisation and care of learning resources;
- enable pupils to make the best use of space and learning resources;
- are organised so that pupils have suitable access to learning resources of good quality;
- reflect the current areas of study of the National Curriculum, including literacy and numeracy;
- contain high quality, stimulating and interactive visual aids which celebrate pupils' achievements and which help them with the work in hand so that they attempt to solve problems for themselves;
- engage and encourage pupils' learning by promoting a sense of pride in their own achievements and the achievements of others;
- enable pupils to use ICT to enhance their learning across all areas of the curriculum.

Teaching

Teachers value all pupils irrespective of their ability, race, gender, age or achievement.

Teaching:

- promotes effective and positive interaction between teachers and pupils;

    Relationships are positive and motivate all pupils. As a result, pupils receive positive and constructive feedback which helps them know what to do next and how to improve further. Feedback is informative and encouraging, uses praise and gives approval. Teachers are sensitive to the needs of all pupils.

- promotes high expectations;

    All pupils are set high but attainable challenges. Teachers have secure subject knowledge, provide clear explanations and use skilful questioning to help pupils who have difficulties and to challenge those pupils who succeed more easily.

- uses a range of teaching styles;

  Teaching styles match learning intentions. The range used ensures that pupils apply themselves purposefully and confidently. An appropriate balance of approaches, relevant to the activities, is used, for example:

  - direct teaching (class, groups and individual pupils);
  - discussion and debate;
  - question and answer;
  - individual and group investigations;
  - role play and drama;
  - story telling;
  - fieldwork.

  There is a balanced use of explanation, demonstration, discussion, practice, investigation and problem solving. **Visual, auditory and kinaesthetic learning styles are all taken into account.**

  There is a balanced use of learning resources, including artefacts, books, diagrams, film, illustrations, ICT, music, pictures, people.

- uses well-timed interventions to help the pupils make good progress;

  Teaching includes skilled questioning where the questions are clear and understood by pupils. Responses are positive and encourage pupils in their learning. In addition, teaching provides opportunities for pupils to formulate their own questions.

  Teaching includes a range of strategies for pupils to show what they know at different stages of their learning.

- is planned to enable pupils to learn the skills, knowledge, concepts and attitudes appropriate to the areas of learning for pupils under five, the National Curriculum, religious education and pupils' personal and social education;

  Effective planning, assessment and recording ensure that teaching meets the needs of all pupils. Planning is informed by an assessment of pupils' achievements. It is linked clearly to the requirements of the Early Learning Goals, the National Curriculum, the locally Agreed Syllabus for religious education and expectations for the personal development of pupils.

  Tasks are appropriately challenging and activities are matched to the age and stage of development of pupils.

  Planning identifies, at appropriate levels of detail, learning intentions, methods, learning resources and the deployment of adults.

  Lessons have clear learning intentions which are communicated effectively to pupils. Pupils acquire knowledge, skills and understanding progressively and at an appropriate pace.

  Learning intentions are often supported by Success Criteria which detail the component parts of the learning.

Teaching provides feedback to pupils about their progress. It encourages, extends and challenges pupils appropriately.

Pupils are encouraged to assess their own performance and identify the improvements they could make in their work for themselves.

Assessment strategies are implemented and records relating to agreed criteria and agreed areas of learning are kept.

- provides opportunities for pupils to work individually, collaboratively and as a class;

    Teachers employ a range of organisational strategies. For example:

    - the use of the whole class, group and individual work;
    - collaborative group work;

    There are opportunities for pupils to make decisions; pupils are encouraged to organise their own time.

    Lessons provide sufficient opportunities for pupils to work without interruption for sustained periods that are appropriate to their age and stage of development.

- acknowledges and makes the best use of the contribution of parents, the community and work carried out at home;

    Teaching values and promotes partnership between home and school, acknowledging the school's policy for homework and the home-school agreement.

- recognises and manages effectively the support of other adults in the classroom.

    The role and contribution of other adults in the classroom is planned clearly. Adults are valued for the contribution they make to pupils' learning by being suitably informed, involved in planning, evaluation and assessment as appropriate.

- recognises the importance of health and safety;

    The school's health and safety policy is followed. Safety procedures are built into planning. Potential risks, dangerous occurrences and accidents are reported quickly. Pupils are made aware of the importance of health and safety issues related to the tasks in hand. Pupils are encouraged to take responsibility and make decisions about health and safety, in line with their age and stage of development, but under the direction of responsible adults.

- recognises the importance of school self-evaluation processes;

In order to develop an ethos of school improvement, teaching acknowledges and contributes to the school's agreed approaches and procedures for school self-evaluation. The professional judgements and views of staff are valued.

Learning

Pupils should expect to experience a wide variety of activities which enable them to acquire new knowledge and develop their understanding and skills. They are expected to respect the environment in which they work. They are expected to contribute to the development of their environment appropriately, for example by taking responsibility for organising displays of their own work and the work of others. Pupils are expected to work collaboratively with other pupils and adults, know what they are doing, why they are doing it and know what they are going to learn next. Pupils have sufficient time to complete their tasks. They are expected to become critical and reflective learners so that they evaluate their own work and know how to improve.

Pupils:

- have opportunities to demonstrate an understanding of what they have learned;

  Learning enables pupils to develop the essential skills of literacy, numeracy and information technology. Pupils have opportunities to practise and apply newly acquired skills and knowledge. They are encouraged to learn and use relevant technical vocabulary. They communicate their findings in a variety of appropriate ways and these become more sophisticated as they progress through the school. They improve their ability to concentrate, pose their own questions and solve problems.

- demonstrate positive attitudes to learning;

  Pupils sometimes work individually and sometimes co-operatively as a member of a group. In both cases, pupils build on what they have learned before. Pupils are encouraged to work productively, meet the challenge set and collaborate with others on joint projects. Pupils are confident and willing to learn from their mistakes as well as their successes. Pupils work for sustained periods with a sense of commitment and enjoyment. Pupils are willing to persevere when answers are not readily available or if success is not immediate.

  Pupils are able to talk about how they are learning and are increasingly confident of identifying and articulating ways of improving their own learning.

- make decisions and choices;

  Pupils are expected to contribute to planning their work and organising how they learn. Expectations increase as pupils develop. They raise their own questions and put forward their own ideas. They evaluate their own responses and suggest improvements to their work. They produce work for a variety of audiences.

- are expected to select their own resources;

Pupils use resources carefully, sensibly and economically. They select resources which are appropriate to the task in hand and return them when the task is complete. Pupils gather information from books, people, artefacts, ICT and fieldwork in order to undertake their own research and investigations.

Leadership and management

Monitoring and evaluation

The staff and governing body will review this policy annually. The headteacher will report on its implementation and impact in the headteacher's report on standards and quality across the school.

The purpose of the review is to enable staff to evaluate:

- the policy's value in supporting and challenging the staff, subject leaders, headteacher and the governing body;
- the impact of the policy on raising standards.

In the planned programme of monitoring and evaluating the quality of teaching and learning, the school:

- agrees the role of subject leaders and teachers;
- uses opportunities for general overviews or specific analyses;
- decides how the information is collected, for example, through classroom observation, sampling pupils' work, discussions with staff and pupils;
- decides how the information gathered is used to inform strategic planning with subject leaders, headteacher and the governing body;
- identifies the school's strengths, areas for development and issues to be addressed by individual teachers, year groups, subjects, key stages or the whole school;
- decides how support is provided, for example, through colleagues working alongside each other, peer observation in the school or another school and how this support is sustained and developed.

Appendix

Good questioning encourages pupils to think more deeply and to share their thoughts and ideas with others. Teaching ensures that pupils are given access to a range of questions.

Type of questions	Example
Open	What do you think…? Why do you think…? How do you know…? Do you feel…? Find different ways of…? Can you try different ways of…?
Closed	What is…? What are…? When did…? How many…? Where is…? Where would you find…?
Recalling facts	Asks pupils to name an event, process or fact. Asks pupils to recall some information but not apply it.
Observing	Asks pupils to describe what they see, using appropriate vocabulary.
Hypothesising, predicting or speculating	Asks pupils to estimate, suggest why something happens and suggest what will happen as a result of doing something; to ponder, guess or draw an inference.
Concluding	Asks pupils to draw different threads together or follow a logical route to arrive at a solution.
Personal responses	Asks pupils to express personal feelings, thoughts and ideas.
Discriminating	Prompts pupils to consider advantages or disadvantages, to look at something from different points of view.
Designing and comparing procedures	Asks pupils to plan and prepare a process for tackling a problem. Asking pupils to analyse before or after an activity which process will be/was the most effective.
Interpreting results	Asks pupils to draw conclusions from data or information, particularly where they are expected to understand a trend, identify what might happen next.
Applying reason or what they know	Asks pupils to provide more than one solution to a problem. Asks pupils to apply one or more aspects of their learning in order to explain what has happened or might happen next.