

Eastchurch Church of England Primary School



Teaching and Learning Policy

Date: November 2015

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Introduction

The single most important resource any child can have is their teacher. Good teaching will stay with the child throughout their life because it has such an impact on the learning process.

Teaching is a skill, which must be constantly improved. Our Teaching and Learning Policy seeks to influence and improve the skills of teaching by increasing its impact on every curriculum policy and behavioural procedure already in place. This policy will influence how the curriculum is taught and ensure children find a consistent approach throughout the whole school.

Eastchurch School seeks the full development of every child in a caring, supporting and stimulating environment.

Rationale

We at Eastchurch are committed to achieve and sustain effective teaching and learning throughout our school and we constantly monitor and evaluate the quality of teaching and standards of pupils' achievements. Our Teaching and Learning Policy is fundamental to all we do in school.

It outlines the good practice expected of all teachers but it is not a definitive statement on all pedagogy. The policy itself seeks to encourage professional debate and discussion among staff and personal reflection by individuals about their own strategies and teaching styles.

Children learn best in an environment where:

- Relationships between children and adults are agreeable, with mutual interaction and respect in line with the school's Behaviour Policy. All classrooms display class rules.
- All behaviour respects the attitudes of tolerance, consideration, responsibility, care and self-control towards others and the environment, in addition our Christian Values of: kindness, love, respect, honesty, courage and forgiveness.
- Clear routines are established which encourage children's independence.
- Resources are adequately labelled, relevant and easily accessible to children and staff.
- Resources take account of equal opportunities, reflect current work and are a balance of commercially/child/staff produced resources.
- Display is stimulating, relevant, interactive and reflects work being carried out in the class, school and other areas of interest. It has a purpose and is constructed for the appropriate audience. All displays are clearly labelled.
- Furniture is appropriate for the age and size of the children. It is comfortable and safe and arranged appropriately for the lesson and allows ease of movement around the class. There is visual access to the teacher and the environment.
- All parts of the school are bright, cheerful, tidy and welcoming.

Children learn best in an environment where positive attitudes to learning are encouraged:

- Through a variety of teaching styles including one to one, teacher directed, independent etc.
- Through a variety of pupil groupings including whole class, groups, pairs.
- Through a variety of teaching strategies including questioning, instructing, explaining, observing, discussing, demonstrating.
- Through a broad and balanced curriculum, which reflects the New National Curriculum, the Foundation Stage Curriculum and the individual interests and needs of the child.
- The curriculum is differentiated appropriately taking account of ability, cultural background and equal opportunities.
- There are clear learning intentions, which the children understand.
- The tasks are clearly explained and the child is involved in the planning process.
- Direct and first hand experience is planned.
- Where there is a shared understanding of what is expected in terms of quality by all the major stakeholders, (pupils, parents, staff and governors)
- Where the children are encouraged in a worthwhile, challenging and appropriate task. They are encouraged to fulfil their highest potential.
- Where teachers plan effectively for learning outcomes.
- Where marking and assessments are used to move the children's learning forward and to offer encouragement,
- Through a supportive dialogue between staff, pupils, parents, governors and the wider community.
- Through a structured and organised approach to the class day in which the children understand their role.
- Where other adults are employed effectively in the classroom.
- Where equal amounts of time are given to all children.

Effective teaching takes place when:

- Planning and assessments ensure the pupils' learning is moved forward and expectations are HIGH.
- Where learning outcomes mirror learning intentions.
- Where there is a high level of teacher/pupil interaction which engages, challenges, stimulates and excites.
- When agreed whole school targets for raising achievement of pupils have been identified and progress towards these targets is monitored and evaluated.
- Monitoring teaching strategies, curriculum content, progression and expectations takes place.
- Staff work together as a team across both sites, in both the planning and the delivery of the curriculum.
- Teachers' strengths and expertise are valued and shared within the school.
- We value each other's contributions and are prepared to listen and respond accordingly.
- Teachers have a good knowledge of the subject they teach.
- CPD provides good opportunities for staff development.
- CPD meets the requirements of the areas for development in the School Improvement Plan.
- Teachers are encouraged to develop both professionally and personally whilst at the school.
- Teachers are praised, valued and encouraged as professionals.
- Adequate resources are available.

We expect children to leave the school:

- Being able to read with enjoyment, fluency, feeling, reflecting satisfaction in their choice of book.
- Being able to communicate effectively with peers and adults.
- Being able to write for a variety of purposes
- Being confident in the use and application of basic numeracy skills.
- Being able to apply investigation techniques.
- Moving towards becoming computer literate.
- With an understanding and appreciation of the Arts.
- As independent learners.
- Showing a caring attitude.
- Respecting each others values, beliefs, feelings and points of view.
- Being optimistic.
- Believing in themselves.

A successful learner will show the following skills, qualities and attitudes:

- Enthusiasm
- Curiosity
- Independence
- Empathy
- Co-operation
- Manual dexterity
- Positive attitudes
- Logical thinking
- Appropriate behaviour
- Confidence
- A sense of humour
- Self motivation
- Initiative
- Perseverance
- Extended concentration
- Collaborative skills
- Good listening skills
- Imagination
- Good presentation skills
- Good communicator
- The ability to take responsibility

The Classroom Itself

A classroom which enhances and promotes good teaching and high quality learning needs to be managed. The class teacher is the manager and the responsibility for all aspects of classroom management rests squarely with the teacher. Assistance in managing may be sought from the children or other adults involved in the lesson.

Planning and Presentation

The underlying key to good teaching is good planning and producing a well structured, well presented lesson. The structure of lessons is planned in the following three stages:

Oral Introduction

Managed at a good pace, revision of previous learning with the teacher leading and the children giving a verbal response (brain storming). Lasts about 10 minutes. The children may be told what they are to be taught or the children may tell the teacher what they want to find out - **the learning objective must be shared** - write on board or flip chart as appropriate. Make clear to them the expectations of pace, standards, success criteria and output.

Main Activity

This involves the teacher planning activities for the whole class, small groups or targeted individuals. There could be one or maybe two teacher focused tasks. Teachers also need to move around the class at regular intervals to mark, talk or teach and keep children on task. Time should be allowed to share one or two good examples of the task with the class and how they relate to the learning objective in order to reinforce what is being asked for. Set time targets throughout, e.g. '5 minutes to finish this section.'

Plenary Session

Use this part of the lesson to review what has been taught by the teacher and learned by the children. **Review the learning objectives.** By verbalising their views, ideas and understanding when they report to the rest of the class, children internalise their learning. Successes and problems can also be shared. When children take the lead in reporting to the class, they increase their confidence and independence as learners.

Managing Behaviour and Discipline

At Eastchurch School we promote a positive behaviour management policy that has clear guidelines. (see policy)

Teaching Strategies

A variety of teaching strategies should be employed according to what you are trying to achieve (see also Gifted and Talented and SEN policies). These include:

Skilled questioning - higher order questioning challenges children's thinking

Instructing, explaining and expounding

Observing and listening

Assessing and praising

Probing, guiding and presenting interesting problems

Using hands on and sensory experiences

Discussing

Brainstorming

Using eye contact and body language to focus listening - teach the children how to listen

Using repetition to secure difficult concepts

Providing open-ended tasks to aid differentiation and give the child scope to be independent

Learning through play or doing

Displaying a sense of humour

Demonstrating

Modelling

Presenting

ICT opportunities should be exploited wherever possible

These strategies should also involve children as much as the teacher. For example, it may be a child who is demonstrating a method of calculating rather than the teacher.

Organisational Groupings of Pupils

Teachers must employ a variety of ways to organise children, choosing the pupil groupings according to the planned outcomes of the lessons and the activities. A number of different organisational groups are likely to be used within one lesson. Pupil groupings include:

Whole class

Groups by gender, ability, random, friendship, age, mixed pairs by gender, mixed individuals

A quick way to arrange totally random pairs or groups is to cut cards in half, quarters, etc. and get the children to work with those who have the matching sections.

Books and Presentation of Work

Expect the best possible standards for all children all the time. All pieces of work should be set out as per the class guidelines agreed as a school. These form part of the school non-negotiables. Mark all work regularly and thoroughly and ensure that the children respond to the developmental comments. Children must put their name on all work completed on paper. In years three to six, children should work with pens (never biro), which the school provides.

Do not encourage children to scribble or stick stickers on the covers of exercise books and the covers should not be folded back on themselves. These practices lower the value children place on the work inside. The teacher or child should write the child's full name and the subject on the cover of each exercise book. Class-made folders can be used for some subjects. Their cover designs are to be applicable to the topic. One clear horizontal line should be used to denote an error. Tipp-ex or white out pens should not be used. Use of erasers should not be used except in art work as necessary or at the teacher's discretion. They are often the source of time wasting squabbles and make books look messy. Children in year 2 should start to begin a new piece of work on the next clean line, following a ruled off previous piece of work. By years 3 to 6 children should be doing so automatically.

After the Lesson

Mark all work that has not been seen during the lesson.

Scrutinise work closely as part of the assessment/planning cycle. Re-sort the work groups if necessary.

Evaluate the level at which the work was pitched.

Marking

At Eastchurch School we mark for improvement (see Marking Policy).

Finally, share examples of good practice with colleagues, parents and pupils. Be positive with all achievements however small.