



CLIFFE V.C PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

Document Status			
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Date of Policy Adoption by Governing Body		Signed <u> M LUMLEY</u> Chair Of Governing Body	
Method of Communication (e.g Website, Noticeboard, etc)		Signed <u> A BLACKWOOD</u> Head Teacher	
Website			

RATIONALE:

At Cliffe VC Primary School we recognise that 'teaching and learning' is at the very heart of all we do. Helping children to 'learn how to learn' is a vital part of enabling them to become confident, independent and well-rounded individuals. The success they achieve here with us is undoubtedly what will set them on their journey to become learners for life.

All aspects of this policy are intended to help us to improve the quality and effectiveness of teaching and learning and to contribute positively to pupil wellbeing. We believe that 'learning' encompasses all subjects and experiences, developing a positive mind-set and emotional resilience.

PURPOSE:

The purpose of this policy is to:

- Establish a shared understanding of what makes teaching and learning effective
- Disseminate effective teaching and learning strategies
- Ensure pupil entitlement to a rich broad and balanced curriculum
- Ensure that each individual child is able to learn successfully and make good progress
- Ensure that teaching takes account of children's learning needs and styles
- Ensure that teaching and learning are inclusive, recognising children's wide ranging needs and circumstances
- Provide the basis from which to evaluate the effectiveness of teaching and learning
- Inform school self-evaluation and strategic planning for improvement
- Support continuous professional development

IN OUR SCHOOL WE AIM TO:

- Create a positive, supportive ethos that enables children to become well motivated learners with high levels of self-esteem
- Promote inclusion and personalised learning by identifying, monitoring and meeting the needs of all pupil groupings including:
 - boys and girls
 - the full range of abilities
 - children with SEND
 - Pupil Premium children
 - children from all social and cultural backgrounds
 - children from different ethnic groups
 - children for whom English is an additional language
- Help children to develop key thinking and learning skills – supporting their academic progress and independence.
- Build on what learners already know, understand and can do
- Ensure that children's personal, emotional, social and moral development is an integral part of learning
- Provide opportunities for investigation and experimentation
- Provide continuity of learning as children transfer from class to class, year group to year group and to a new key stage.

- Involve children closely in the assessment for learning process
- Help each child to understand what they do well, what needs to be improved and how to do it.
- Provide children with feedback and guidance that helps them to improve their work and make progress
- Establish an environment that supports independent and collaborative learning
- Monitor children's wellbeing and encourage healthy and active lifestyles
- Actively promote high levels of self esteem
- Work in close partnership with parents/carers

In order to achieve our aims we will:

PLANNING AND CURRICULUM

- Plan and provide a rich, stimulating curriculum so that:
 - there is progression of skills and understanding
 - there are relevant links between subjects
 - children can use and apply key learning skills across the curriculum
 - opportunities for active and / or outdoor learning are regularly utilised
- Plan well structured, motivating lessons
- Plan to use varied teaching strategies
- Plan key questions to probe and extend thinking
- Plan first hand experiences through the use of visits and visitors, including use of our own rich school environment and our locality

LEARNING AND TEACHING

- Make learning intentions and success criteria explicit
- Encourage children to use a mixture of learning styles
- Help children to demonstrate their learning through discussion and varied ways of recording their knowledge, skills and understanding
- Provide appropriate feedback
- Provide plentiful opportunities for children to talk; discuss; ask and answer questions; explain, clarify and justify thinking
- Provide plentiful opportunities for practical, first hand, independent and collaborative learning
- Provide plentiful opportunities for investigation, enquiry and problem solving
- Use ICT as a tool to support teaching and learning across the curriculum as well as a subject in its own right
- Encourage children to see that difficulties and the need for improvement are a natural part of learning
- Ensure high standards of behaviour
- Use time and resources effectively, including the use of support staff

ETHOS AND ENVIRONMENT FOR LEARNING

- Make children's personal, emotional, social and moral development integral to all aspects of learning
- Discuss learning with children regularly
- Use strategies to ensure that all children are fully involved, contribute their ideas and learn from each other
- Select and organise resources to support effective learning
- Use physical / active methods of learning as appropriate
- Establish clear, consistent classroom routines so that children know what to do and what to expect
- Make sure that the environment reflects pupils' learning and provide tools and prompts for learning
- Make effective use of the schools outdoor grounds whenever possible
- Make sure the environment:
 - is well organised
 - promotes independence and responsibility
 - promotes flexible and self-initiated learning

ASSESSMENT AND EVALUATION

- Use assessment information to plan teaching and learning effectively, and to set targets for improvement
- Use learning intentions, success criteria, stages of development and curriculum expectations as the criteria against which to measure progress, achievement and learning needs
- Make sure that children know exactly what they do well, what needs to be improved and how to do it successfully
- Provide focused praise and constructive comments for improvement
- Make sure that opportunities for evaluation and feedback are integrated into short term planning
- Provide planned opportunities for children to respond and act upon guidance for improvement
- Develop children's self-evaluation skills by modelling the process to them through feedback and opportunities for reflection
- Help children to be fully involved in their assessment and to develop skills in pupil self evaluation
- Monitor and evaluate the progress and achievement of each pupil/group
- Modify planning in response to assessment information
- Use summative assessment information to inform curricular target setting and SDP

TO EVALUATE OUR EFFECTIVENESS:

The aims and commitments above are also the criteria against which we evaluate the effectiveness of policy and practice, and its impact on learning and progress.

Teaching and learning will be evaluated through:

- Planning
- Lesson observations
- Scrutiny of children's work
- Analysis of progress and achievement
- Evaluation of initiatives to raise achievement
- Evaluation of SDP
- Whole school self-evaluation and improvement planning
- Pupil voice
- Parent consultations

The policy's impact will be monitored and evaluated regularly by:

- The Headteacher
- Subject leaders and class teachers
- Governors: as link governors and as a full governing body
- Children – as part of their assessment and review opportunities.

The Governing Body will be responsible for the monitoring of the policy's implementation.