

Amington Heath Primary School & Nursery Teaching and Learning Policy



Adoption Date: Summer Term 2013

Review: Summer Term 2015

Amington Heath Primary School and Nursery

Policy for Learning and Teaching

Purpose

The policy for teaching and learning is the core policy of the school and informs the best classroom practice. It will enable all children to make progress in every lesson taught and will ultimately raise standards. Members of the school teaching team are expected to refer to it frequently and use it to help evaluate and tweak practice to ensure the best provision for our children.

Aims

- Raise the quality of learning and as a result improve standards.
- Provide clear guidance for teaching and learning ensuring consistency across the school.
- Enable the teaching team to identify aspects of practice as part of their commitment to continual improvement.
- Provide a tool for monitoring, evaluation, school improvement and accountability.
- Support our commitment to equal opportunities.
- Set out our expectations of best practice.

Principles

The principles that we have agreed are fundamental to children's learning and underpin the work we do.

We aim to help children become creative thinkers who are not afraid to take risks and see mistakes as opportunities for learning. Children need good models to evaluate and have opportunity to reflect and improve. We recognise that pupils are more likely to learn effectively if they are emotionally engaged in their learning. Teachers therefore aim to include children in the process and be as creative as possible in seeking ways of making learning interesting and successful. Our aim is to maximise every learning opportunity to enable children to be the best they can be at that moment in time.

Definition of learning-

At Amington Heath Primary School and Nursery we have defined learning as:

A lifelong skill that builds upon and is shaped by what we already know. When properly nurtured, learning enables an individual to gain knowledge and understanding through observation, experience and active engagement. This process develops a unique person, open to new ideas and capable of overcoming challenges.

We believe that children learn best when learning is:

- Stimulating, challenging, creative, fun, varied, practical, supported, progressive, reflective, interactive and enjoyable. It should build on experience and have built in success for all. It should be based on our good knowledge of the children so that it engages them. It should have high expectations of learning outcomes and it should always be purposeful and relevant.
- Owned by the children. They should have a role in the planning, choice of level, choice of resources, feedback and agreeing next steps.

To enable learning to be at its best we also recognise that we should create the conditions for learning. These include:

What	How	When
Creating a safe setting for the children	Clear routines, rules, structures and boundaries and agreed and adhered to	Start of the school year and referred to as a method of praise daily
Stimulating their imaginations and thought processes	A range of resources, questions, use of working walls, children's ideas and artefacts	Weekly.
Providing accessible learning	Equipment labelled according to our Dyslexia friendly status and EAL guidance, organised and to hand, support is provided to differentiate activities for the learning outcome	daily
Developing and promoting an open mindset	Helping the children to challenge the fixed mindset using the research of Carol Dweck and references made in Shirley Clarke materials.	Daily

The policy will improve learning because:

Everyone is committed to achieving a consistent approach to learning and expectations are clear for all. We have been developing our understanding of effective learning based on assessment for learning. As a result we have identified what is good learning.

Lessons should include the following:

- ✓ Referring to the whole coverage and relevance of the learning to the real world - the big picture
- ✓ Setting clear learning intentions and sharing them with pupils.
- ✓ Providing appropriate scaffolding for all pupils to meet challenge

- ✓ Providing opportunities for independent and /or group enquiry y skills where appropriate
- ✓ Sharing with pupils next step in their learning - AFL, Green pen, developmental marking, target cards
- ✓ Planning an appropriate and meaningful plenary session

- ✓ Asking good thought provoking questions-incorporate sufficient higher order questions
- ✓ Setting Success criteria - differentiate the criteria where necessary
- ✓ Using explicit teaching strategies - shared writing, modelling, guided teaching
- ✓ Providing time for pupils to self-check against success criteria
- ✓ Peer assessing and self-assessment
- ✓ Differentiation by the level of support or resources used.
- ✓ Challenge for more able learners

Children

- We encourage pupils to:
- To be willing to have a go
- To try to see that mistakes are good because they can help all of us get even better
- To try to be resilient, persistent, reflective and resourceful
- To be supportive of others they are learning with
- To be willing to share their learning with others.

Parents

Parents are essential in helping to support their children's learning.

We encourage parents to:

- Attend parent evenings/workshops/open days
- Have an open dialogue with the class teacher and teaching assistant.
- To support the school policies e.g. homework
- To support the school and work in partnership with additional support for learning e.g. individual educational plans (IEPs), one to one tuition, intervention programmes, Team Around the Child Meetings

Teaching Team

- To secure good learning outcomes for pupils. pupils to make good demonstrable progress and attainment.
- To secure a positive belief in the children that they can achieve.
- To support pupils in applying their learning to secure new learning
- To support each other in our own professional development.

- To communicate effectively with children, parents and other professionals regarding children's learning and welfare.

Extended Leadership Team

- To be positive role models to their teaching teams
- To support the members of the teaching team
- To monitor and evaluate the impact of learning within their subject leadership roles.
- To hold members of the teaching team to account

Governors

- Governors will monitor and review this policy and more importantly its impact practice through reports from the headteacher and members of staff.

Professional development

As members of the teaching profession we recognise that we are learners and that we value our own professional learning. We act as role models for lifelong learning by seeking to improve our own learning. We:

- Direct ourselves as learners
- Extend and enhance our professional skills
- Develop our own awareness and self esteem
- Contribute fully to the learning and success of the school and its children.

Amington Heath Primary School and Nursery

Teaching and Learning Policy Revised February 2013

Review Date: _____