



## The Chandler C of E (Aided) Junior School

**Policy Number: CL-01**

### **Teaching and Learning Policy**

**Accepting our pupils as children of God, we aim to ensure that each child is given every opportunity to fulfil their potential.**

We believe that good teaching is philosophical in purpose – aimed at developing wisdom through better understanding and appreciation. We learn through concept construction. It is also philosophical in process; it practises the skills of enquiry, dialogue, reasoning and reflection.

We provide a safe, secure, caring and responsive Christian environment in which each individual can develop academically, socially, creatively, spiritually and morally.

We aim for our pupils to become fully equipped for the challenges of life in an advancing technological world and an integrated society.

We value all achievements, talents and interests and recognise the importance of the development of the “whole” child through the setting of high expectations and a challenging and creative curriculum.

The following statements set out our beliefs about how children learn best.

**The following principles are at the heart of our teaching and learning. Children learn best when:**

- 1) they feel secure, safe and valued**
- 2) learning activities are well planned, ensuring progress in a broad and creative curriculum**
- 3) learning activities enthuse, motivate, engage and challenge children**
- 4) assessment informs teaching – meeting each child where they are, supporting and extending their learning**
- 5) there is a rich and well-organised learning environment where the atmosphere is purposeful and they feel safe**
- 6) strong links exist between home and school; the importance of parental involvement in children's learning is recognised, valued and developed.**

## **Key Principle:**

### **1) Children learn best when they feel secure, safe and valued**

There will be evidence in the learning environment of:

- clear routines
- caring being fostered – listening and valuing
- safeguarding – signposting, awareness

Teachers will ensure sure that:

- a sense of belonging and a caring ethos are fostered
- pupils ask questions
- pupils feel heard
- critical approaches are encouraged and that children challenge
- pupils understand the relevance of what they are learning
- there are opportunities to collaborate
- pupils can explore their own interests and questions
- expectations are clear
- efforts are recognised.

Implications for the whole school:

- positive relationships remain at the heart of all we do
- exploration, lack of fear of failing and a willingness to challenge are promoted
- basic physical needs are met – meet and greet; breakfast provision; forgiveness and a fresh start
- behaviour policy is consistently applied and pupils have a fresh start
- Values are promoted and taught
- safeguarding has a high profile throughout including in the curriculum
- all places in the school feel safe – Calm Room, toilets, lunch hall.

### **Key Principle:**

## **2) Children learn best when learning activities are well planned, ensuring progress in a broad and creative curriculum.**

There will be evidence in the learning environment of:

- creative opportunities
- focused learning activities with clear and shared learning objectives and success criteria
- a variety of teaching and learning styles
- progress in children's learning (in books, on display, in conversation, in learning behaviour)
- children having a clear understanding of what they are learning and why
- differentiated activities to meet the needs of all learners.

Teachers will ensure that:

- learning is planned within the framework of the term's Big Question
- there are planned opportunities for reasoning, dialogue, enquiry and concept formation
- work is planned (and annotated) – both termly and weekly, and shared with relevant staff
- electronic plans are filed and saved on the school network
- termly/weekly plans follow relevant programmes of study and demonstrate progression of skills and knowledge
- planning is cross-curricular and recognises connections between areas of learning
- planning promotes safeguarding across the curriculum
- planning promotes spiritual, moral, social and cultural growth and development.

Implications for the whole school:

- the curriculum is broad and creative and enables in-depth learning
- subject leaders ensure programmes of study are in place to promote continuity and progression
- subject specific programmes of study and schemes of work are readily available to all on the network
- subject specific policies are in place and up to date
- the monitoring cycle supports pupil progress (individual and groups) – pupil progress meetings; lesson observations; book looks; planning scrutinies; learning walks...
- resources are well-organised, maintained and available
- whole school themes and Values lead to shared discussion and enquiry, motivating learners across the school.

**Key Principle:**

**3) Children learn best when learning activities enthuse, motivate, engage and challenge children.**

There will be evidence in the learning environment of:

- children's influence on direction of learning and flexibility to adapt to children's interests
- dialogue, collaboration, enquiry, and critical thinking
- independent learning
- a pace of learning that leads to good progress
- indoor and outdoor hands-on creative learning opportunities that enthuse pupils
- home learning experiences being valued
- children's engagement, enjoyment, motivation and safety.

Teachers will ensure that:

- learning starts from the child's existing knowledge and skills and is tailored to their needs
- appropriate learning strategies engage pupils in their learning
- a variety of learning styles is employed
- questioning is highly effective, promotes dialogue and leads to deep learning through concept formation
- learning is well-resourced
- there is challenge as well as support
- praise is an integral part of learning
- opportunities exist for awe and wonder
- they demonstrate a love of learning and model positive behaviours
- they value all children's efforts with positive feedback, rewards and celebration.

Implications for the whole school:

- learning and learning outcomes are celebrated – house points, head and deputy awards, celebration assemblies, display, website etc.
- subject leaders find out from children about their learning and enjoyment
- themed subject weeks/days are planned by subject leaders—Easter Pause Day, Science Week etc. – and motivate learners across the school
- collective worship stimulates and elicits reflection
- a range of visits and visitors is organised and coordinated.

### **Key Principle:**

#### **4) Children learn best when assessment informs teaching – meeting each child where they are, supporting and extending their learning.**

There will be evidence in the learning environment of:

- feedback marking which is frequent and developmental
- children knowing next steps
- differentiated learning opportunities
- plenaries, mini-plenaries and other opportunities for best Assessment for Learning practice
- self-assessment and peer-assessment leading to pupils directing their own learning activity
- success criteria/steps for success build on prior learning and provide challenge that is achievable when pupils try their best

Teachers will ensure that:

- learning opportunities are differentiated in a variety of ways
- they have high expectations of all pupils and that learning activities provide support and bring challenge to all
- effective dialogue, questioning and reasoning are evident
- pace and depth of learning is maximised to meet pupils' needs as a result of assessment during lessons
- they track both groups and individuals within their class
- marking is manageable and focuses on the learning objective
- marking takes place frequently and regularly in line with school marking policy – positives and next steps – providing pupils with clear guidance on how to improve
- children are given opportunities to reflect, and to respond to marking
- suitable assessment opportunities are planned
- assessment data is uploaded termly.

Implications for the whole school:

- the assessment and marking policies ensure consistency of practice
- progress is tracked and is scrutinised in Pupil Progress Meetings and by governors
- assessments assess the stage – not the age (i.e. out of year children)
- assessments are reported to parents
- subject leaders monitor progress in their curriculum areas
- staff, children and parents are supported by the SENCo and the SEND team in providing advice and interventions when necessary.

**Key Principle:**

**5) Children learn best when there is a rich and well-organised learning environment where the atmosphere is purposeful and they feel safe.**

There will be evidence in the learning environment of:

- inclusive displays
- learning being optimised through clear routines and easy access to resources
- effective behaviour management with all pupils feeling valued and secure
- good ergonomics – lighting, temperature, seating etc. – to optimise learning conditions
- effective use of support staff
- children’s learning being celebrated through stimulating and interactive displays for others to enjoy and admire
- environmentally responsible behaviours.

Teachers will ensure that:

- classrooms are calm, warm and inviting learning spaces
- resources are well organised and tidy
- accessible, well organised and age appropriate resources support pupils to become independent learners
- interactive working walls support current learning in Maths and English
- displays are current, relevant and supportive and celebrate children’s learning
- positive praise is clearly in evidence and positive methods promote good behaviour
- expectations are consistent and fair, and any issues are dealt with calmly
- any criticism is constructive and children’s self-esteem is always maintained
- there is a culture in which it is okay to make a mistake or not know the answer.

Implications for the whole school:

- LSAs and HLTAs to receive planning in good time
- observations to refer to learning environment issues
- clear behaviour policy in place and adhered to leading to high expectations of behaviour
- the importance of children’s attendance and punctuality are communicated to and shared by the whole school community
- health and safety regularly reviewed
- creative, enriched and safe play equipment provided

### **Key Principle:**

#### **5) Children learn best when strong links exist between home and school; the importance of parental involvement in children's learning is recognised, valued and developed.**

There will be evidence in the learning environment of:

- pupils arriving at school prepared to learn
- partnership with parents through, for example, good communication and dialogue in homework diaries
- community involvement - parents listening to readers, helping in and around school and on visits etc.
- opportunities for parents to meet teachers.

Teachers will ensure that:

- they are approachable and make time to engage with parents
- there is a routine for home learning and that tasks vary – including verbal, creative, open ended...
- there are clear expectations and appropriate challenge
- home learning is purposeful and accessible to all, including access to technology
- useful feedback on children's learning is provided regularly to parents
- they set appropriate home learning activities to reinforce or develop topics covered in school
- parents know how to support their children at home
- written reports are useful and informative
- parents are given notice of class assemblies, celebration events, performances, sporting occasions etc.
- parents are welcomed to support learning in classrooms, around school and on visits
- they support a variety of school events and are a visible presence to parents.

Implications for the whole school:

- parents value learning and encourage their child as a learner, ensuring they are ready and able to learn every day
- parents are kept informed about progress and any concerns
- an open door policy encourages parents to engage
- communication takes various forms and ensures that parents are informed via newsletter, text, social media, notice boards, website etc.
- staff regularly check for parental communications – homework diaries, emails...
- parents' skills and attributes are used to support learning and the curriculum.

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Nature of changes made	Minor typo	Major revision	Major revision	
Governor Committee	T&L	T&L	C&L	C&L
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