

Teaching and learning Policy

Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date
FGB	FGB	December 2016	I	December 2019

Rationale

This policy is intended to establish the agreed methods and processes for teaching and learning which we wish to promote in this academy. It should enable staff to identify aspects of practice which they wish to develop and in which they would welcome support, to improve the quality of teaching and learning experiences offered to pupils, and finally to provide an agreed focus for the monitoring of teaching and learning. We agreed that we are all learners in this academy and that learning is mainly experiential and will involve all of us in learning from mistakes we make, and that the ability to reflect and learn from our experiences is essential for all pupils.

Aims

We aim that pupils should take increasing responsibility for the outcomes of their learning through the learning of new skills and experiences, the development of their self esteem and self confidence.

All adults in this academy should have high expectations of every pupil, irrespective of ability, race, gender, age or achievement.

The Learning Environment Should:

- Be well organised with learning resources effectively stored and easily accessible to children when required.
- Have interactive and stimulating displays, using the work of children as appropriate to celebrate achievement.
- Foster collaborative learning and good working relationships, providing equal opportunities for children to develop their ideas through independent enquiry.
- Set a standard of quality, which provides pupils with high expectations and positive attitudes.
- Have the flexibility to adapt to whole class, group and individual learning and enable pupils to use IT effectively as an aid to learning.

Teachers Should:

- Maintain good discipline through mutual respect with high expectations of all pupils
- Be flexible by using different teaching styles based on the task and needs of the pupils
- Be aware of the model of learning he/she presents to pupils, with good curriculum knowledge and clarity of the skills, concepts and attitudes which are the goals of the learning process
- Engage in well-timed interventions and deploy effective higher order questioning techniques
- Have clear lesson objectives, which are shared with pupils each lesson, including a review during the plenary.
- Be able to assess the learning of children with strategies and recording of progress related to academy policy
- Design challenging and differentiated learning tasks using stimulating resources, both for individual activities and collaborative group work
- Value and promote partnership between home and academy
- Form positive professional relationships with all members of staff.

Pupil learning should:

- Enable them to have first hand experiences and engage in investigative work
- Enable them to communicate their findings in a variety of ways and produce work for a variety of audiences
- Offer practice and application of knowledge/skills/concepts gained
- Enable them to play an increasing role in planning and organising their learning
- Involve the selection appropriate materials and tools
- Involve the sequential acquisition of basic study skills
- Involve time limits and support in working under pressure of time
- Use modern technology as an aid to learning and be planned according to the outcomes of assessment.

Teaching Strategies

In order to ensure equality of access, and effective matching of tasks to needs, teachers will need to employ a range of strategies:

- Home visits, to initiate contact and a relationship between parent, child and teacher in Reception class
- Provision of an integrated curriculum both inside and outside the Reception classroom.
- The development of close links between Reception and the Playgroup
- The involvement of subject leaders in the development of individual curriculum areas, in order to ensure continuity and progression between Reception and Key Stage 1
- Teacher observation

- Discussion and questioning (open and closed as appropriate)
- Previewing and Reviewing work
- Didactic teaching
- Interactive teaching
- Drama Techniques
- Conferencing
- Listening
- Brainstorming
- Providing opportunities for repetition/reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Provide all children with opportunities for success
- Use a range of communication strategies- verbal and non-verbal

Teachers will use a range of strategies in any one session.

Activities should show a balance in terms of individual, group and whole class.

Learning Processes:

Children enter academy at very different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieval information
- Imagining
- Repetition
- Problem solving
- Making choices and decision making

At Westminster Primary Academy opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

Learning Styles

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning

Roles and responsibilities

Governors' Role:

It is the Governors' role to monitor and review the policy and its practice through:

- Regular visits to oversee the delivery of their scheduled subject
- Reporting to the Principal and teachers
- Reporting to the curriculum sub-committee
- Reporting to the Full Governing Body

And as detailed in the Governors' Document:

- To receive reports from the Principal/SLT
- To attend INSET
- To receive reports from the Premises Officer on relevant issues, in particular Health and Safety, and to follow up any relevant issues
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths

Parents' Role:

Parents are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive
- Ensuring that their child arrives at school punctually and regularly
- Sharing with the teacher any problems in school that their child is experiencing
- Supporting their child by attending Consultation Evenings and other meetings
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan, and any Special Educational Needs processes
- Ensuring that all contact details and telephone number are up to date and correct
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit
- Agreeing to the Parent/Teacher contract concerning their child's behaviour
- Agreeing to, and supporting the Academy's homework policy. Supporting their child in homework activities, reading etc.

- Welcoming staff at home-visiting times, such as before starting in Reception
- Contributing relevant information to base-line assessment
- Attending all medicals and health interviews when invited
- Responding to letters sent home from the academy
- Informing the academy of reasons of their child's absence
- Informing the academy of any significant matters at home which may affect their child's progress, happiness or behaviour
- Supporting extra-curricular activities, such as visitors to academy, concerts, visits and fairs

Community Role:

The community is invited to support the Academy by:

- Contributing to activities, such as assemblies, artistic events, specialist outings, and clubs.
- Presenting themselves as positive role models to be emulated
- Guiding pupil's behaviour as they play around the Academy, and providing positive role models with regard to behaviour
- Organising activities and events throughout the year to extend and deepen pupil's knowledge and skills
- Supporting academy events
- Voluntarily helping in the classroom

The Academy's Role:

In relation to each of the above areas the Academy will reciprocate by:

- Responding to all offers of support as far as it is able
- Respecting all information given in confidence
- Giving clear information on the aims and objectives of the curriculum and academy procedures
- Setting up curriculum meetings
- Sharing the Curriculum Plan and Medium Term Plans via the school website
- Giving reasonable/appropriate access to teaching staff
- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises.