



Sir John Lillie Primary School

Learning and Teaching Policy

This learning and teaching policy aims to ensure that the children at our school are provided with high quality learning experiences and teaching, which leads to consistently high levels of achievement.

This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

All of the points outlined in this policy link to the Teacher's Standards as set out by the Department for Education.

LEARNING AND TEACHING

We believe that children learn best when they:

- are happy;
- are interested and motivated;
- achieve success and gain approval;
- are given tasks which match their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated.

The Learning Environment

This should be organised to ensure that children have the opportunity to:

- work individually, in groups and as a class;
- make decisions;
- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop social skills;
- develop independence;
- use initiative;
- receive support;
- achieve academically.

Learning takes place in an environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised and tidy;
- is well resourced;
- makes learning accessible, e.g. working walls;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities;
- provides a working atmosphere.

Teaching Styles

Teachers should use a range of strategies which:

- encourage pupils to work both independently and collaboratively, and which contribute to one another's learning
- use positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to school policy
- use topics which are relevant and within pupils' experience
- use others to deliver the lessons (e.g. other pupils, outside agencies)

Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an on going process in all aspects of school life, by:

- verbal or written praise by teachers, peers, Governors, Headteacher and parents;
- displays of work;
- opportunities to perform, represent the school in team sports or share;
- encouraging self esteem;
- the awarding of stickers, Lillie points and certificates;
- sharing success with the community.

Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in this process by the encouragement of self appraisal and target setting. Assessment is an integral part of the teaching and learning process. (See the Assessment Policy)

Learning Outcomes

All lessons must be planned in advance and lesson plan should be available at any point for members of the SLT/SMT, should they require it. The following must be detailed in all lesson screens and evident throughout all lessons:

- A clear, specific and measurable learning objective,
- Success Criteria, *written for pupils*,
- Expectations; *amount of work and in what timeframe*,
- Clearly differentiated work, appropriate to children's starting points,
- Opportunities for responding to marking and/or self and peer assessment.

Time Management

It is important that activities are well planned so that each child is working at their correct level enabling the children to begin promptly. Lessons should have good pace, which does not allow for wasted time, though teachers must use their assessment for learning in order to judge whether the pace of a lessons needs to increase or decrease dependent on the children's understanding at the time.

All children should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for individuals who have completed work ahead of the group is often used.

Efficient planning and classroom organisation will significantly reduce time-wasting activities. This includes timing of the TA activities and any support staff in the classroom. Parents are told at the end of the summer term regarding these changes.

Record Keeping

All teachers should keep detailed records of their work with the class and of individual children's activities and progress. The school has a policy for planning, assessment, recording and reporting of National Curriculum subjects that must be adhered to. Other records are left to the teacher's professional discretion.

Support staff delivering intervention strategies also keep detailed plans and evaluation and assessments of the children they are working with. These are shared regularly with the class teacher and are monitored by the Inclusion Manager.

Display

Display in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed to reflect the current learning. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability.

Working walls are used in all classrooms; these enable children to contribute to a shared display, as well as using the information to aid their daily learning.

Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- displayed
- shared with the children and clearly understood;
- fair and consistent;

- realistic and positive;
- kept to a minimum but enforced;
- daily activities with which the children are familiar.

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of The Behaviour Policy.

CLASSROOM MANAGEMENT

Approaches to Teaching

There must be a good balance of individual, group and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. There may be several different activities in progress and at these times the teacher and teaching assistant will be helping mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input. It is important that while this is in progress children stay on task.

This can be helped by:

- having well organised and labelled resources;
- embedding strategies to support independent learning,(self/peer assessment, editing);
- making sure that children are aware of what they must do when they have completed an activity;
- ensuring the children have a range of extension activities to move onto if they finish before the adult can support them;
- making children aware that the teacher does not always have to be first in the line of contact. Other children, student teachers and parent helpers can be used (4 B's).

It is standard practise that at the end of each academic year the professionals review the cohort of children across a year group. The school look at gender, ethnicity, ability, behaviour, SEN and G&T to ensure that the classes are balanced. Parents are told at the end of the summer term regarding these changes. These are made for educational purposes.

Absence from the Classroom

To ensure continuity, teachers should, where possible, leave written guidance and suggested activities for all planned absences from the classroom. The teacher's planning will always be available showing lesson plans, timetables and curriculum documents. These will include activities set for all support staff in the classroom. In the absence of work set from the class teacher, the year group partner will provide guidance in terms of the learning that needs to take place. Class information folders are kept in each classroom.

School Policies

School policies are kept on the shared area of the school network and on the school website. It is the duty of each teacher, teaching assistant and support staff to be familiar with all school policies and to apply them fully.

Voluntary Helpers

Voluntary helpers are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum.

All volunteers need to have been agreed by a member of the Senior Leadership Team. The purpose of the volunteer's support must have a clear purpose and agreed outcome. Support provided by volunteers can be on a regular basis or a one-off, specific event.

In all cases the volunteer must have met with a member of the SLT and have read and signed the volunteer's agreement. They must fully understand this document and be well prepared for the activity in which he/she is involved in.

PHYSICAL ORGANISATION

Furniture

All classrooms should have:-

Tables arranged for:

- ease of working; including ability to see the IWB
- flexibility;
- purposeful discussion;
- provision of quiet corners;
- large working surfaces.

Chairs should normally:

- be sufficient in number for the activities in the classroom;
- leave enough room for children to move easily around the room;
- be stored upright under tables when not in use.

Storage units arranged to:

- support different areas of the curriculum, holding resources or being used for display purposes ;
- enable independent working with resources;
- support a project or activity;
- give character to a room;

Resources

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. As far as possible materials should be near the appropriate working area. Stocks should be checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Books and other equipment represent a considerable investment of money.