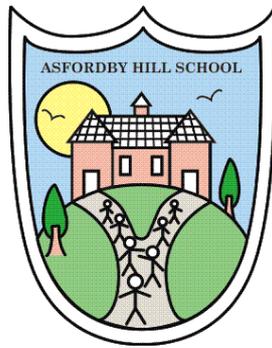


The Asfordby Hill School



TEACHING AND LEARNING POLICY

This Policy Links With: All other policies	
Recommended:	Yes
Statutory:	
Date Reviewed:	Spring 2018
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Committee Responsible for Review:	Curriculum
Signature of the Chair of Governors:	

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Introduction

This is a statement of the aims, principles and strategies for teaching and learning at Asfordby Hill Primary School. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read. Through this policy we aim to raise standards in teaching and improve children's learning through a consistent approach which has been agreed by all staff and governors.

A Definition Of Teaching And Learning

‘Learning is the process by which individuals develop understanding and the ability to apply knowledge in an independent way. Teaching is one of the means by which understanding is achieved. Learning is an individual and subjective phenomenon.’

John West-Burnham

Teaching and learning is the core purpose of our school. It is the method through which we offer a curriculum, which is broad, balanced and differentiated and designed to meet the needs of all of the pupils with their varied learning styles and fulfil the requirements of the National Curriculum, Religious Education and collective worship.

Aims Of Teaching And Learning

Our aims for teaching and learning are:

- To have a consistent approach to teaching and learning in the school;

- To improve children's learning and achievement and to continue to raise standards of teaching;
- To enable us to achieve the school's aims.

The aims of the school are:

- To recognise and develop the individual needs and abilities of the children;
- To enable children to find success and enjoyment in as many areas as possible;
- To help children recognise and develop their role within the community;
- To promote an active role for parents in the education of their children;
- To stimulate children to develop a lively interest in their education.
- To extend pupils to the utmost of their abilities;
- To foster children's developing awareness of themselves as individuals and the way they relate to others.

Expectations Of Teaching And Learning

In order to achieve our aims for teaching and learning, teachers will consistently:

- Have high, realistic expectations of children;
- Provide a secure, caring and happy environment for all children;
- Endeavour to plan and implement a challenging, stimulating curriculum based on the school's policies and the individual needs of all children;
- Plan lessons with clear learning objectives which, where appropriate, are shared with children;
- Use teaching methods which take into account the social and academic needs of the children, the intended learning outcomes, the learning environment and the available resources;
- Organise resources and establish routines in ways which are meaningful to children;
- Be aware of children's developing competencies through formal and informal assessment;
- Organise the children into whole class / groups / individual / appropriate to the intended learning outcome;
- Recognise and praise achievement and positive behaviour of all types;
- Be good role models, punctual, well prepared and organised;
- Maintain an up to date knowledge of the National Curriculum;
- Work collaboratively, with a shared philosophy and common approach.

In order to achieve our aims for teaching and learning, children will be expected to:

- Be prepared to listen to adults in school and to one another;
- Understand, accept and follow routines;
- Be prepared to work and share with others;
- Be prepared to take increasing responsibility for themselves, their equipment and their work;
- Be tolerant and understanding, with respect for the rights, views and property of others;
- Be punctual and ready to begin lessons on time.

It is a responsibility of the teaching staff to disseminate the above points to support staff in school.

Strategies For Teaching And Learning

Our curriculum is organised in the following way:

The school follows the schemes of work for the National Literacy Strategy and the National Numeracy Strategy.

Please see appendix 1 for rolling programme for the Foundation Subjects.

There will be a range and balance of teaching strategies, according to the activity, age and ability of the children:

- Whole class teaching;
- Group teaching – ability / mixed ability / friendship / expert / teams etc.;
- Individual teaching;
- Use of individual teacher's subject strengths to help deliver the curriculum more effectively.

The predominant mode of working is class work and within this structure:

- Groups are taught by ability if appropriate;
- Relevant discussion is encouraged;
- There is some specialist teaching for SEN;
- Learning support assistants may be available to assist pupils and teachers;
- Suitably prepared volunteer helpers may assist in the classroom by working with groups of children and individuals.
- Commercially produced schemes are used wherever appropriate to support teaching;
- Children with special educational needs are provided with individual education plans;
- Homework is considered to be a valuable element of the teaching and learning process and our approach reflects this.

Lessons should have a clear structure within a positive learning environment with:

- Clear learning objectives;
- Appropriate links between previous and new learning;
- Tasks set to enable objectives to be fulfilled;
- Work matched to ability;
- Suitable subject vocabulary;
- Identified methods / ways of assessing learning.

Teaching methods will be enhanced by using a range of techniques, including:

- Teacher intervention through question and answer;
- Use of praise and encouragement;
- Teacher demonstration of knowledge, technique and principles;
- Target setting in lessons;
- Self and peer evaluation by children;
- Setting standards of presentation and behaviour in class;
- Using schemes of work effectively;
- Assessment activities.

Achievement and positive behaviour is celebrated by:

- Award of stickers/credits/certificates;
- Mentions in assemblies;
- Displays;
- Demonstrations;
- Performances.

Strategies For Ensuring Continuity And Progression

- Long, medium and short term planning;
- Schemes of work for subjects;
- Subject co-ordinators' role;
- Staff meetings;
- Effective feedback to pupils;
- Assessment;
- Liaison and collaboration between staff.

Strategies For Reporting And Recording

Records are kept for individual pupils from when they start in Reception. Records of progress for each child are:

- Updated annually;
- Examined by class teachers at the start of each academic year;
- Retained throughout the child's time at school and passed on to receiving schools at transfer.

Reporting to parents is by interview during the autumn and spring terms and annually through a written report and 'drop-in' session held towards the end of the summer term. Parents are made aware that:

- Parent interviews are held at twilight sessions;
- They may meet their child's teacher by appointment at any other time to discuss particular concerns.

Some or all of the following assessment strategies may be used:

- Teacher questioning to conclude a lesson;
- Written formal or informal assessments;
- Children's self assessments;
- Teacher observation of class, group or individuals.

This will enable the teacher to:

- Determine previous knowledge;
- Plan for progression and target setting;
- Identify weaknesses;
- Reinforce knowledge and understanding.

The results of formal assessments i.e. Key Stage 1 and Key Stage 2 SATs will be reported to parents. Progress and attainment in all other subjects and in all year groups will be discussed with parents at interviews.

Strategies For The Use Of Resources

Classroom resources are the responsibility of the classroom teachers who ensure that:

- There is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand;
- All children know where resources are kept and the rules about their access and use.

Central resources are the responsibility of subject co-ordinators where appropriate. Stationery is ordered and stored centrally.

Time is a resource that we value. To maximise its use:

- Children will be encouraged to take greater control of their own learning as they progress through the school, including their use of time;
- Time wasting will be reduced by ensuring that tasks are made specific and clearly defined;
- All children will engage in useful activities as soon as they enter the classroom and know what to do between the end of the activity and the end of the session.

Monitoring The Policy

This teaching and learning policy will be monitored by the headteacher and staff and reported on annually to the governing body.