

# **St John Baptist (Southend) CE Primary School**



# **TEACHING AND LEARNING POLICY**

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**By: Curriculum and Pupil Welfare Committee**

# **Teaching and Learning Policy**

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## **Aims**

We aim to engage the learners in the learning process so that they:

- Learn about learning
- Understand that success comes from their own efforts
- Develop personal motivation
- Recognise that their ability is not fixed but has untapped potential
- Become resilient
- Become more confident and independent learners.
- Are tolerant and respectful of other's values
- Develop a desire to achieve and succeed
- Understand what high standards look like and aim for them

### **1. Creating a classroom ethos to promote effective learning**

Our aim is to enhance children's learning through providing a stimulating learning environment.

A rich learning environment can enhance learning by:

- Stimulating children's creativity, curiosity and thoughts.
- Building self-esteem, self-worth and confidence.
- Informing, motivating, influencing and exciting the children about topics.
- Providing children with a sense of ownership, belonging and responsibility.
- Give children the framework to find necessary next steps
- Promoting positive feelings and attitudes towards school, the classroom and learning.

Classroom displays must be changed and updated regularly to keep them relevant, motivating and interesting to pupils.

## **2. Classroom Checklist**

Below is a basic classroom checklist that can be used when assessing the learning environment that we create.

	Access to drinking water as we easily become dehydrated when we are learning.
	There is a clean, tidy, and clutter free environment.
	There is a stimulating learning environment which celebrates achievement, and supports and encourages learning.
	Good classroom routines and systems are in place.
	Appropriate materials and resources which will enable children to learn are readily available.
	Displays provide a range of learning supports.
	Each classroom had a reading area with comfortable seating and a range of books which are organised into categories and clearly labeled.
	Classrooms promote equal opportunities and celebrate the multicultural nature of our community.
	Learning maps are clearly displayed.
	Golden rules are displayed.
	Drawers and resources are clearly labelled.
	Materials/resources are in working condition and appropriately stored.
	Layered Targets are displayed.
	Display boards are appropriate to the topics currently being taught.
	Display boards stimulate the children's learning.
	Side tables and tabletops are used for interest tables and to consolidate or to stimulate or further learning.
	Displays for learning including Key Words/Phrases: Topic, Literacy, Numeracy, Phonics/Spellings; Vocabulary that is related to the year group.
	Key Information: Definitions, facts, information, posters, diagrams.
	Artefacts/Objects (3D Display): Interest tables, interactive tables, children's 3-D work.
	Attitude/motivational posters: "Getting stuck isn't a problem, staying stuck is!"

## **3. Effective Learning**

At St John's, we teach our pupils that effective learning is promoted by: activity, with reflection and sense-making, collaboration for learning, learner responsibility, and learning about learning.

Our school staff challenge pupils' beliefs about themselves as learners, promoting a positive learning orientation. This is characterised by a 'positive' rather than a 'negative' pattern. Learners recognise that their ability is not fixed but has untapped potential and the ability to grow.

Effective learners will engage in a wide variety of learning processes including:

- Making connections
- Explaining to others
- Observing
- Predicting
- Reflecting
- Evaluating
- Reasoning
- Linking known and new knowledge
- Self-managed research
- Learning through experience
- Imitating and, modeling
- Collaboration
- Investigation

#### **4. Differentiation**

Weekly Planning should clearly show those activities that are built in for supporting, extending and challenging all children, personalising learning. Differentiation means planning learning that meets the needs of individual learners. Among the ways to differentiate for learning activities are differentiation by task and by outcome.

##### By Task

This enables different children or groups to be involved in different and suitably challenging activities. It requires teachers to plan specific objectives for class learning and then specify the activities that will help individual children to understand these ensuring a high level of challenge for all learners.

##### By outcome

This involves setting a common activity for the whole class that is designed so that each child uses their individual knowledge and understanding to achieve different levels of success. The idea here is that the activity is graduated so that each child is challenged at some point, with different children achieving different parts of the activity and some reaching further through the activity requirements than others. This can be through the careful planning of questions.

All able learners would therefore be expected to:-

- Plan and conduct more complex investigations;
- Be comfortable with more difficult concepts;
- Complete more stages in the task/investigation;
- Record results more precisely, expressing their findings in more sophisticated language or charts
- Share their learning with their peers

## Differentiation strategies

Strategies can include placing children in different learning groups, depending on the activity to be undertaken, e.g. group on the basis of ability, mixed ability, gender, friendship, pairs etc. For investigations and problem solving it may be appropriate to group them into teams that include children with different personal attributes/roles to make the team more effective.

Teachers and support staff can plan different types of home learning activities with different levels of challenge. They can consider the use of language to simplify and make the learning more accessible to less able children, and to extend and challenge the more able. They can also include support, reinforcement strategies and extension learning. Other strategies could include changes to seating arrangements to match the learning planned.

## **6. Using Praise**

When praising children for their learning, we aim to praise the **learning behaviour** not just the child. This would be the same when discussing inappropriate social behaviour. It is the behaviour that is undesirable not the child. The quality of praise is important and should only apply to what the child can manage. Merits and rewards etc should be given to all children but for different things i.e. what they are finding difficult but really focusing at overcoming.

We regularly talk with children about their learning behaviour. It is about motivation, self-control, effort, engagement, high challenge and self-belief. We focus on the effort a child has committed to their learning rather than praising them for their ability.

## **7. Learning about Learning**

We aim to make a significant impact on pupil's learning and attainment by the quality of our personal relationship with the learner and by understanding how the learning seems and feels from the inside. Our staff try to engage the learner in the process of learning so that children take personal responsibility for their learning rather than see it as an external responsibility e.g. the teacher, the work, the test. We coach children in the skills of self-regulation, self-correction and self-improvement and evaluation.

At St John's, we celebrate good learning as a model for learning and encourage the children to assess and discuss the learning that has taken place. Such questions may be 'What makes this effective?', 'What are its strengths?' We involve all children in identifying the features e.g. interesting beginnings of sentences, imaginative ideas, powerful words, complex sentences, full stops and capital letters.

We encourage the children to feedback to us about our teaching. We can learn from children to help us improve our teaching and consequently their learning. This is done through comments both written and verbal at the end of sessions.

We talk to the children about learning behaviours, about believing in being successful at the start of a task, about effort, resilience, motivation, self-regulation, learning stamina (not giving up when things get tricky/challenging).

Our staff encourage children to teach other peers' skills they have learned, so that it will help their learning even more and they will help their peers to understand and improve too. Our pupils use traffic lights, smiley faces or write comments so that they are able to assess their learning when completed.

## **8. Curriculum**

We have developed our own 'Irresistible Curriculum' which is enriched, connected and relevant. It covers all of the national curriculum programmes of study. Curriculum maps have been designed and created to provide staff with a framework for each term's learning. We aim to teach literacy through our topics. Numeracy at the present time is being taught as a discreet subject.

All monitoring of teaching and learning is done in a supportive way designed to reflect the mutual respect that is important between professionals. It is done with the aim of encouraging the sharing of good practice, supporting individual professional development and bringing about overall school improvement and raising of standards.

Teaching and learning is monitored in the following ways:

- Audit days (including learning walks). The Leadership Team and curriculum co-coordinators may conduct classroom observations, examine teacher's plans, monitor books and talk to children.
- staff meetings when co-coordinators may monitor planning documents and share teaching and learning developments/issues
- weekly school learning walks by the Leadership Team
- Pupil's progress is individually tracked by class teachers, Phase Leaders, SENCO and the Leadership Team
- Governor visits and feedback

The topics of our 'Irresistible Curriculum' are used to ensure meaningful curriculum links. Termly learning maps are used and given to parents. Medium and weekly plans are kept indicating differentiated outcomes, content and assessment opportunities. In numeracy, teachers use a format for planning, making references to the strategies.

## **9. Assessment - Using assessment for learning**

We use our assessment policy to inform planning and teaching. At St. John's we believe that assessment is at the centre of effective planning, teaching and learning. Effective assessment informs child, teacher and parent about what

to do next. It points the child forward and enables him/her to become an independent learner. It enables us to evaluate and improve what we are doing, maximising our ability to accelerate the attainment and progress of each child.