



Thorncombe St Mary's CE VC Primary School

Teaching and Learning Policy

2020/2022

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Signed:	Chair of Governors
Date:	

**Living, Learning and Growing
Together**

The desire to meet the individual needs of each child is central to our Teaching and Learning Policy at Thorncombe St Mary's. We aim to provide a positive, nurturing environment so children may grow into contented, confident individuals who reach their full potential in whatever field that might be. When they are happy, children learn and have a sense of self-worth.

In order to achieve our aim all teachers must ask themselves:

- Do I provide a caring and supportive learning environment?
- Will my planning and preparation lead to stimulating learning?
- Do I provide my pupils with feedback and praise?
- Does my teaching help children to know where they are in their learning by frequently providing the 'Big Picture'?

A caring and supportive learning environment will:

- nurture the emotional, intellectual, spiritual, creative and physical well-being of the children;
- meet the individual needs of each child;
- stimulate children's curiosity as well as desire and love of learning;
- give children the confidence to take risks and learn from mistakes;
- encourage children to take steps towards independent learning;
- encourage children to listen to, and value, the opinions of others;
- motivate children to persevere;
- value and nurture the process and outcomes of learning.

Planning and preparing for stimulating lessons involves:

- catering for the learning styles and individual needs of all children;
- providing time for the children to demonstrate their prior learning;
- collaborating with colleagues;
- using visual, auditory and kinaesthetic approaches to teaching and learning;
- planning for time to review;
- ensuring lessons have introductions, activity and conclusions;
- utilising displays to motivate, reinforce concepts and value children's work;
- varying the pace of teaching;
- ensuring involvement of children in their own learning;
- allowing for limited concentration span.

Feedback should:

- build every child's self-esteem;
- where possible, be immediate;
- encourage, motivate and reward;
- support children's development and progress;
- include a balance of discussion and written comments;
- be explicit;
- be relevant to the aims of the lesson

Help children to see the 'big picture' by:

- sharing the aim of the lesson;
- reviewing the previous session;
- during the plenary, which may be at differing points in the lesson, encourage children to summarise/demonstrate what they have learnt to peers, teachers and others

Teaching and learning statements

As teachers we will

- plan carefully for must, should and could groups
- deliver purposeful lessons linking them to real-life situations and problems
- build on links with other subjects
- include open-ended questions and challenges in our lessons
- check on what you already know and help you to learn more
- deliver lessons with speed and challenge
- share the next steps for learning with you
- share with you what you are going to learn and how you will know if you're successful
- expect you to work hard and do your best
- assess your learning every day and use this to help you move on to the next stage
- make sure that in our lessons we use different methods to help you learn
- work closely with other adults to help you in your learning
- try to make lessons interesting and exciting

As learners we will

- participate in paired talk
- stay on task
- follow agreed classroom rules, rewards and sanctions
- complete homework on time
- read and reply to teachers' comments
- take responsibility for our own work e.g. editing
- respond to marking
- be ready to answer
- feel comfortable and confident in asking for help
- help others if needed

Developing the learning environment

Improving the range, quality and number of learning opportunities

Through linked units – including:

- relating work to real life
- enhancing inter-subject understanding
- providing stimulating and inspiring projects
- acting as the 'expert' working on a dilemma

At home with parents – including:

- Setting and marking high quality homework
- Termly updating of new curricular targets
- Two parents' evenings with information about targets and levels
- Literacy and numeracy workshops
- Encouraging attendance at Family learning sessions

Through our displays – including:

- Literacy, numeracy and science boards in each classroom
- Interactive displays in corridors
- Displays which encourage child participation e.g. 'something I've learned this week', my targets etc

Through learning first hand (visits and visitors) – including:

- All classes to have a termly visit or visitor related to a linked unit
- Emphasis on investigation and experiment
- Bringing artefacts and examples from home
- All topics to begin with an immersion day

Through paired and group work – including:

- Paired reading between older and younger children
- ICT links between oldest children and youngest children
- Children partnered in class for editing, talk
- Use of groups where practicable

Through planning and assessing for learning opportunities

- Learning opportunities and must, should, could clearly identified on planning
- Success criteria and learning objectives shared with children as appropriate
- Evidence of continuous assessment taking place in lessons and informing planning: use of whiteboards, informal checks on learning, discussions with pupils
- Setting of individual targets, including IEPs – reviewed regularly
- Identification of ‘next steps’ for learning and discussion with children
- Marking for learning – comments indicating what children need to do next
- Time for reflection and discussion of learning strategies
- ‘talking learning’ on a regular basis

Through problem-solving and real-life examples – including:

- Giving relevant real-life examples during unit introductions
- Explaining the purpose and reason for learning
- Problem solving in lessons – using real-life examples where possible
- Children bringing their own examples

Through creativity, drama and self-expression – including:

- Role play and improvisation to stimulate discussion and empathise with individuals and circumstances
- Visual and expressive arts to represent events in different ways
- Using different mediums for representing learning and valuing these

Through extra-curricular opportunities – including:

- Real life scenarios
- Those that enrich the curriculum
- Those that reflect the children’s interests
- Those that engage children in a range of healthy activities that will encourage a healthy life style for the future
- An emphasis on enjoyment

Developing the teaching environment

Improving the quality of and opportunities for teaching through:

Providing support for teachers to meet their performance management objectives

- Inset courses
- Resources
- Advice from colleagues
- Non-contact time
- Opportunities to see the bigger picture by visits to other schools

Providing professional development opportunities

- In house
- LA and externally provided
- Visits to other schools

Ensuring the necessary resources are readily available

- To support subjects/topics/units
- To support classroom management
- To support independent learning
- To support preparation and planning
- To support the assessment process

Protecting the work-life balance for teachers

- Monitoring the number and duration of meetings
- Use of ICT to reduce workload
- Creative use of INSET
- Monitoring the number of observations
- Careful timing of events across the year

Ensuring that PPA time takes place

- Carefully considered plans in place to enable best value and quality within budgetary constraints
- Ensuring reliability
- Agreeing methods of planning, recording and reporting

Ensuring that there is a minimum number of interruptions to classes during the school day

- Agree less disruptive methods of passing on information
- Agree ground rules for when it is reasonable to interrupt and when not

Providing an exciting and stimulating curriculum map

- Have established a considered approach to the curriculum which makes teaching interesting and fulfilling
- Develop the curriculum in consultation with staff to consider what is best for this particular context
- Have established ways of sharing expertise between staff and cutting down on overlap

Requesting only necessary planning

- Have agreed approaches to sharing planning enabling those needing access to it can see it without duplication
- Have opportunities established for sharing and cooperating in the production of planning
- Have advice available from subject leaders to support planning

Ensuring that additional adult support is available when necessary (within budgetary constraints)

- Through the effective deployment of TAs
- Through the use of volunteers
- Through teacher swops for curricular strength teaching

