

## Teaching and Learning Policy

*Do you know a school that makes you long for childhood? (Anon)*

Children learn through their total experience. 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.

### **TEACHING AND LEARNING**

We believe that children learn best when they:

- are valued & are happy
- are interested, involved and motivated;
- are able to use their optimum learning style (Visual, Auditory and/or Kinasthetic)
- 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.
- have the opportunity to discuss with partners

### **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 - whether SEN/G&T

Learning takes place in an environment which:

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

Children should be encouraged to develop organisational skills and independence through:

- appropriate tasks;
- asking questions
- confidence building;
- example;
- co-operation;
- provision of suitable opportunities;
- responsibilities.

## ***Issues taken into account when formulating the Teaching & Learning Policy:***

Children learn using a variety of learning styles and staff need to be aware of the differing styles and adapt their approaches :

**\*Visually orientated learners** respond well to:

- The written word
  - Colour coding words
  - Diagrams, graphs and mind maps
  - Pictures
  - Videos/DVDs
  - Wall charts and posters
- (Girls are more likely to have a strong visual preference.)*

**\*Auditorily orientated learners** respond well to:

- The spoken word - hear it, say it out loud, tell someone.
- Putting learning to music – rhymes and rhythms
- Sound effects
- Audiotapes

**\*Kinaesthetic learners** respond well to:

- Movement
  - Hands on activities
  - Using actions and mimes
  - Role play/drama
  - Design/create activities
- (Boys are more likely to have a kinaesthetic preference  
Many SEN pupils are Visual/Kinaesthetic learners)*

This will apply at the lesson planning stage when a variety of teaching and learning approaches should be included in order to be inclusive of all learners.

### **Talk Partners**

Whenever appropriate talk partners should be used to aid the efficiency of learning and to confirm the children's understanding. This could become an integral part of most lessons as the children become accustomed to the procedure. Well planned talk:

- Challenges children's thinking – points of view
- Clarifies understanding
- Develops cooperative attitudes and behaviours
- Develops flexibility and tolerance
- Develops problem-solving and independent learning skills
- Develops respect

**Good group working skills** may need explanation as children will learn more effectively if taught explicitly how to collaborate and what the key rules of group working are:

- Information is shared openly and everyone should listen attentively
- Each group member is actively encouraged to contribute
- Each suggestion is worthy of consideration
- Group members can be asked to provide reasons for their ideas and opinions
- Constructive challenges are accepted
- Groups work together with the aim of agreement
- The group, not the individual takes responsibility for the decisions made

## Questions and Questioning.

It is good to question why the children are asked to put their hands up – Should children only raise their hands to ASK a question rather than give an answer?

There is a variety of reasons why questions are used – some to beware of:

**Trivial** which leaves the learning where it was: “Who are the main characters in the story?”

**Too complex** – “Why is there pollution?”

**Narrow/closed requiring restricted answers:** “A sentence always starts with...?” (Guess what the teacher is thinking)

Questioning is a powerful tool and can be split into Lower and Higher order questions:

**Lower Order:** To test recall of Knowledge → Check understanding → Revision → diagnose difficulty

**Higher Order:** Make children think → Arouse curiosity → stimulate discussion → motivate reasoning

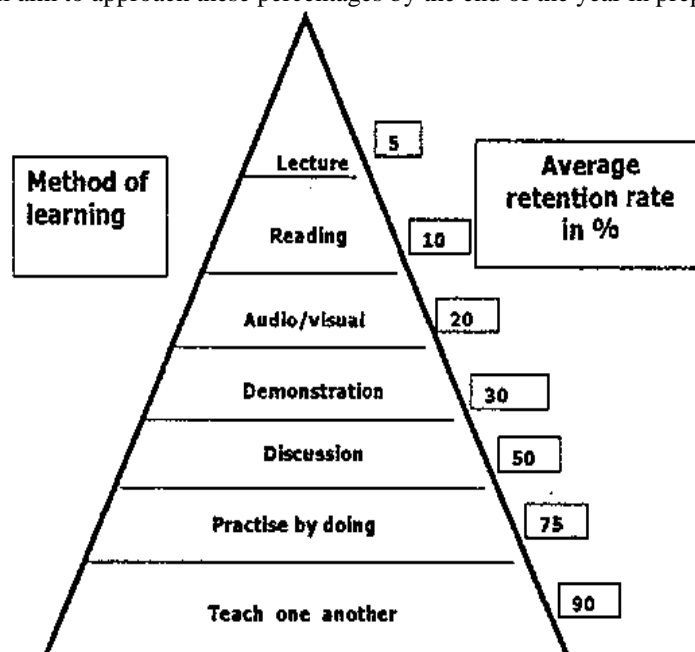
An example of the positive use of questioning would be the creation of a mind-map or thinking web at the start of a topic indicating what the child wishes to find out from the investigation ahead: “You enjoy learning because you answer your own questions!”

## *Positive Thinking...*

As a school we have agreed always to aim for positive approaches with the children, whether that is over their behaviour, the in class interactions and the marking/assessment of work.

An agreed response to morning lateness will be for the office to remind the children that time will be deducted to enable the class teacher to make a positive start to the day. The “not you again...!” teacher’s response will not be used. The powerful word – “yet” not the negative “but you haven’t...”. “I can’t do Maths” will bring the response, “Which part of Maths do you find difficult?”

Timetable hours allocated to each curriculum subject per week to be averaged out over the academic year. Reception classes will aim to approach these percentages by the end of the year in preparation for KS1.



Timetabled hours are allocated to each curriculum subject per week and averaged out over the academic year. Reception classes will aim to attain these percentages by the end of the year in preparation for KS1

## KS1

EN	M	SC	DT	ICT	H	GG	AR	MU	PE	RE	PSHCE	MFL	
6h 55m	5h05m	2h	35m	50m	35m	35m	35m	35m	2h	50m	55m	-	= 21 30

## KS2

6h15m	6h40	2h	40m	55m	40m	40m	40m	40m	2h	55m	55m	30m	= 23 30
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Each timetable will have 2 or more dedicated 'slots' for the reading of a story at the end of the day.

Each teacher and LSW will have a right to go and watch a colleague within the school and cover will be found. This should enable all staff to gain support from a colleague where they feel in need of further training or particular subject knowledge.

All Year group pairs of teachers will plan together to ensure a joint approach and shared expertise.

School Council will take place at least once during each half term and Class Councils will take place twice; once for council members to feedback and once to collect suggestions for passing forward.

## 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 frequently. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Ideally, Mathematics and Science displays should stimulate discussion and be accompanied by children's questions and answers. Sometimes they can be genuinely interactive with questions and room for the children to add comments. As a general rule, all work should be named and double mounted. Children mounting their own work can be encouraged and improves with experience!

High quality materials should always be used – sharpened crayons, good quality paintbrushes etc. tidily stored and readily available to encourage everyone to make good use.

## Routines and Rules

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

- agreed by 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
- based on the adopted Golden Rules.

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

## Achievement

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

- verbal or written praise by teachers, peers, headteacher and parents;
- displays of work, golden book exhibition;
- opportunities to perform or share;
- encouraging self esteem;
- the awarding of stickers, house points and certificates;
- sharing success with the community, congratulation assemblies, end of term assemblies

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. Teachers set targets for each individual which are discussed and used in evaluation and marking. Assessment is an integral part of the teaching and learning process.

## **CLASSROOM MANAGEMENT**

### **Approaches to Teaching**

Teaching should be positive, challenging and well-planned. There must be a good balance of individual, group and whole-class teaching, with approaches for Visual, Auditory and Kinaesthetic learners included\*. 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 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. KS1 classes are assisted by Learning Support Worker time and this is used to augment the delivery of the curriculum. LSWs will share the teachers' plans and be able to give professional input to groups and individuals

to enrich progress.

This can be helped by:

- having well organised and labelled resources;
- taking time to train children in procedures;
- making sure that children are aware of what they must do when they have completed an activity;
- 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.

### **Time Management**

It is important that activities are well planned so that each child is working at their correct level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. Extension tasks for individuals who have completed work ahead of the group are planned. Efficient planning and classroom organisation significantly reduces time-wasting activities.

### **School Policies**

School policies are set out in the staff handbook and school policy file – both available on the School Portal. It is the duty of each teacher to be familiar with school policies and to apply them.

### **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. Help can be on a regular basis or a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved. Volunteers are invaluable, enabling additional input and activity and will act as ambassadors for the school in the playground and community.

Volunteers should be made to feel welcome in the school and are offered refreshment from the staff room after break times.

### **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 and reporting of National Curriculum subjects that must be adhered to. Other records are left to the teachers' professional discretion.

## **PHYSICAL ORGANISATION**

### **Furniture**

All classrooms should have:- Tables arranged for:

- ease of working;
- flexibility;
- purposeful discussion;
- provision of quiet corners; large working surfaces.

Chairs that are:

- sufficient in number for the activities in the classroom;
- leave enough room for children to move easily around the room.

### **Resources**

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, ready for use accessible and well labelled. As far as possible materials should be near the appropriate working area. Stocks should be checked and replenished regularly. Children are 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. Relevant textbooks

should be available in each classroom.

The effective implementation of National Curriculum subjects calls for a wide range of equipment to be used. These do not necessarily have to be stored in the classroom. The school library and classroom libraries have a selection of books covering all curriculum subjects. There are also many outside sources for the loan of books, artefacts and equipment. It is important that equipment borrowed from outside sources and other classrooms is returned promptly and in good condition. Each classroom has supplies including computers, Maths apparatus, calculators, headphones, CD players, television and video/DVD, Interactive whiteboard/OHP etc. Teachers should be able to account for the use and location of this equipment.

All missing, damaged or dangerous items should be reported to the Headteacher.

### **Resource Finance**

Curriculum areas are allocated money according to the needs identified in the School Improvement Plan and the accompanying School Budget Plan. The Headteacher, Finance Officer and staff will discuss resource needs regularly and report back to the Governors, as necessary.

### **Creative Role Play Area (Key Stage One only)**

This provides a safe area where young children can creatively interact within a variety of settings, e.g. home, office, shop, cafe, museum etc.

The home corner should be:

- adaptable;
- imaginative;
- attractive and inviting;
- well lit;
- not used as a thoroughfare;
- private but safe.

It should have:

- furniture which can be adapted for a variety of uses;
- facilities for writing;
- costumes;
- a clear notice of it's current use.

It is very important that this area be kept tidy after each activity.

### **Outside Classroom**

The secure outside area is set up to provide a complete learning environment which will cater for all Reception children's needs:

- cognitive
- emotional
- social
- physical

### **KS2 Play area.**

An area for environmental education is being created beyond the junior playground and children will be encouraged to:

- Use their senses
- Learn about conservation issues
- Study wildlife
- Learn how to manage and maintain the natural areas
- Grow plants

## **Mathematics, Science and Technology**

Mathematics, Science and Technology have accessible and well-labelled areas for the storage of equipment. Teachers should check that the resources are appropriate for their groups and that consumable resources are renewed regularly. Teachers should also be aware of the safety aspects of all technology equipment. A safety handbook is available from the Headteacher.

Include a section on classroom 'non-negotiables'? Perhaps call them – good practice at Tewkesbury C of E Primary School. For e.g.

in years 1 – 6 Literacy and Numeracy will take place daily as will a short hand writing exercise; 'Quick Maths' will be worked daily in KS2; spellings will be learned weekly from Y1 up and tables from Y2 up. Setting arrangements for Yr3 upwards

***What a child can do in co-operation today, he can do alone tomorrow. (Vygotsky)***

This teaching and learning policy has been approved by the staff and Governors of Tewkesbury CE Primary School will be reviewed every three years. It aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Approved by staff: June 2008

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This policy was written in May 2008 and will require updating/rewriting in Autumn 2011

Andrew Holt.