



Teaching and Learning Policy

Introduction

This policy is intended to provide a framework for a curriculum that will enable all of our pupils to develop the necessary skills needed to learn effectively and enjoy a good quality of adult life. The policy seeks to build on the statements and provide a framework for a balanced, approach to Teaching and Learning that will:

- Provide suitably differentiated opportunities for all pupils to be able to learn and achieve at levels in keeping with their level of understanding and style of learning
- Promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of adult life
- Not discriminate against any pupil regardless of disability, race, ethnic background, heritage, gender/trans gender, sexual orientation or faith.

At Penn Fields School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. We try to ensure that our teaching styles and approaches are flexible and adaptable and meet the needs of all of our pupils.

Aims and objectives

The aims of this policy are underpinned by reference to a set of basic principles:

- All Teaching and Learning will be rooted in a culture of high expectation and inclusive practices
- Teaching methods and techniques will be relevant to the learning styles of all pupils and delivered in ways that pupils will find meaningful, non-threatening, but suitably challenging
- Learning will be incrementally structured in ways that enable all pupils to have the opportunity to build on what they already know, and what they need to make progress in, in order to overcome barriers to their learning
- The teaching of key skills and the implementation of curriculum matter relating to IEPs will be incorporated into all aspects of provision
- Teaching and learning will be responsive to the changing needs of pupils as they mature chronologically

We believe that people learn best in different ways. At our school we provide a brand new, state of the art learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account different forms of intelligence and styles when planning teaching and learning.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;
- fieldwork and visits to places of educational interest;
- creative activities;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in physical activity.

We encourage children, where applicable, to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group. All lessons are well planned and differentiated, with clearly stated objectives and outcomes for all groups and/or individuals.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and we believe that their work here at Penn Fields School is of the highest possible standard.

We set academic targets for the children in each academic year and we share these targets with children and their parents giving pupils an opportunity to evaluate their own work. We review the progress of each child throughout academic year and set revised targets.

We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum, National Literacy or Numeracy Strategy or examination syllabi. Our lesson plans contain information about lesson objectives, what children will learn, the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future. Staff provide regular feedback to pupils on their achievements by marking work, talking to them and assessing their targets.

Our teachers and support staff make a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our School Behaviour Policy.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we ensure we complete risk assessments, inform parents of the details and requirements and obtain their written permission.

We deploy Teaching and Learning Support Assistants (TLSA's) as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our also assist with delivering intervention strategies, recording pupils achievements onto their Digital learning journeys, assessing high frequency words and spellings and preparation and storage of classroom equipment.

Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

All our staff reflect on their strengths and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by ensuring staff allocate resources effectively;
- Act as link Governors to all subject/Area Leaders and meet with them to support them in their role;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.
- Support the school inclusion policy in its widest sense.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding regular parents' evenings and explain our school strategies for teaching literacy, numeracy and health education;
- sending information to parents at the start of each term in which we outline the timetable and the topics that the children will be studying during that term at school;
- explaining to parents how they can support their children with home activities. We suggest, for example, regular shared reading, and support for children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;

- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

Monitoring and Review

The aim of monitoring and reviewing teaching and learning is to:

- monitoring the effectiveness of leadership and management of curriculum areas;
- analysing performance data and setting targets for improvement;
- giving support and arranging CPD/ training for development;
- ensuring quality of standards and verifying judgements of middle leaders;
- ensuring the quality of teaching and learning
- identify and share good practice;
- evaluate the quality of teaching in line with OFSTED criteria and set targets for improvement;
- identify and support teachers where required;
- standardise monitoring procedures including lesson observations through paired observations and work scrutiny.

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. It is also important that the school's Teaching and Learning is monitored and evaluated systematically to ensure that:

The principles and aims of this Policy for Teaching and Learning are being realised in practice

That Teaching and Learning supports the process of setting targets and enables pupils to achieve these targets (i.e. curriculum targets and IEP targets)

- The individual, holistic needs of pupils are identified and met appropriately
- Assessment data is used formatively in teaching/therapy and pupils are able to build on and/or consolidate what they already know and are able to do
- Pupils have access to a broad and balanced curriculum in ways that are relevant to their individual circumstances
- The spiritual, moral, social and cultural development of pupils is being promoted

There is a variety of ways in which the school's Teaching and Learning is monitored and evaluated:

- Staff are required to evaluate lessons/sessions to determine the extent to which intended learning outcomes have been achieved and/or whether new information about a pupil's SEN profile has become apparent during the course of a lesson/session
- Staff will be required to monitor the effectiveness of any specialist techniques, therapies and resources etc. and evaluate how such things can be refined to help pupils overcome their learning barriers
- Teachers will evaluate the Medium Term Plans they have taught
- Annual Review and Annual Report documentation will be used by the Head Teacher to evaluate individual pupil progress within the whole curriculum
- Pupil progress in general will be monitored in reference to whole school curriculum targets and findings analysed.

Continuous Professional Development (See Separate Policy)

Teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning with other staff in order to share good practice; and plan their own CPD programme in conjunction with their Line manager as result of the Performance Management process.