



Teaching and Learning Policy
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Introduction

Our learning and teaching policy is a result of staff identifying the values, vision and aims of the school. It is also developed in light of the accelerated learning and AFL training that the staff will participate in this year.

Aims of the Policy

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 and feelings of others
- To help children grow into successful, independent and positive citizens for the 21st century.

For the staff this policy aims to

- Clearly state the expectations of the school with regard to learning and teaching
- Provide guidance to support teaching and learning
- To provide a framework against which proficiency can be evidenced
- To provide a basis for monitoring and evaluation of the effectiveness of learning and teaching within school.
- To identify the learning and teaching criteria against which advancement along the Upper Pay Scale might be determined.

Effective Learning

We acknowledge that children learn in many different ways, and when planning our lessons, we take into account learning styles and different forms of intelligence. We aim to deliver VAK (visual, auditory and kinaesthetic) input in each lesson, or over a series of lessons.

We encourage children to take responsibility for their own learning, to be involved in reviewing the way they learn, reflect on the way they learn and identify what helps them to learn.

Effective learning results in:

- Knowing you have succeeded
- Explaining what you have learned
- Applying it to other situations
- Feeling good about yourself

Effective Teaching

Effective learning only comes about from effective teaching. For effective teaching to take place there are a number of 'ingredients' that we feel are important to lessons. It is clearly not possible to include each one in every lesson, but we believe that our lessons should contain a number of those listed below:-

- A clear learning objective shared with the children both visually and auditory
- A clear link to previous and future learning
- Regular review of previous learning
- A clear outcome to be achieved at the end of the lesson that children self-review with arrows or thumbs up

- Purposeful and well prepared planning
- Appropriate challenge for all children Teacher modelling
- A range of questioning techniques – open, closed etc
- Interaction between teacher and pupil, pupil and pupil Pace
- Appropriately resourced, with resources being close to hand (i.e. books already on tables)
- Enthusiastic delivery – at times unusual!
- Fun
- Involvement of all children
- Elements of VAK
- Use of mini whiteboards
- A teacher to work with a different group in each lesson
- Learning outside the classroom opportunities

We base our teaching on our knowledge of the children's level of attainment and assessment for learning. We strive to ensure that all tasks are appropriate to each child's level of ability but with an element of challenge. When planning work for children with Special Educational Needs we refer to information and targets contained in the child's Provision Map.

We set targets in Literacy and Maths for the children at least each half term and share these with the children. We work on these targets on at least a weekly basis, and parents are aware of them. Children are encouraged to take ownership of these and demonstrate in their work when they think they have achieved them. Targets should be out on desks at all times.

Each of our staff makes a special effort to establish good working relationships with all children. We treat all children with kindness and respect and give them all opportunity to take part in class activities. All of our staff follow the school policy with regard to behaviour.

We ensure that all tasks and activities that children do are safe. We conduct risk assessments of all activities that involve taking children out of school (including school grounds)

YEAT and its staff are committed to engaging children in learning outside the classroom. With this in mind, staff regularly plan outdoor activities, including both on and off site (including the beach). It is expected that this occurs at least once a fortnight throughout the school year.

All of our staff reflect on their strengths and weaknesses and plan their professional development accordingly. Planning is annotated daily to inform learning

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

The National Curriculum is used by all teachers to plan units of work. The school agreed written methods of calculation are used in each class progressively (see Maths Policy)

Our curriculum is based on termly whole school or year group themes. Year groups work collaboratively to plan their topics. Our Foundation Stage children also join in with the theme.

The Learning Environment

All areas and resources should be clearly labelled. Children should be made aware of where to find resources at the beginning of each year.

The learning environment should be organised so that the children have the opportunity 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 computer
- Fieldwork and visits to places of educational interest
- Watching television programmes and responding to music Debates, role-play and oral presentations
- Designing and making things
- Participation in physical activity

Learning takes place in an environment which is

- Challenging and stimulating
- Peaceful and calm
- Happy and organised
- Well-resourced and clearly labelled
- Encouraging and appreciative
- Welcoming
- Inclusive

Our classrooms are attractive learning environments. We change topic displays at least once a term, so that the classroom reflects the topics studied by the children. Each classroom has posters above eye level to reinforce previous learning. Class targets and our marking key are clearly displayed. Each child has access to drinking water.

Each classroom has vocabulary displays and a working wall. Learning journeys, success criteria and vocabulary are displayed on the working wall

The outdoor classroom is regularly accessed by children at YEAT. This is anything out of the school building. Staff work effectively to engender links between the curriculum and outdoor learning (see LOtC policy)

Rules and Routines

Rules and routines in the classroom contribute to a healthy learning environment. For example, early work should be ready for the class as they enter the room each morning. (see behaviour policy for further information)

The Role of Governors

Our governors determine, support, monitor and review the school's policies on teaching. They

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure the school buildings and premises are best used to support successful learning
- Monitor how effective learning and teaching strategies are in terms of raising pupil achievement
- Ensure that staff development and performance management policies promote good teaching
- Monitor the effectiveness of the school's learning and teaching policy through review processes such as reports from subject co-ordinators, the headteacher's report and a review of the in-service training attended by staff.

The Role of Parents

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

- Holding parents' workshops to explain our school strategies – e.g. numeracy.
- Holding parents' evenings twice a year to discuss progress
- Sending curriculum newsletters to parents at the beginning of each term in which we outline what the children will be studying that term
- Sending yearly reports to parents outlining progress and targets for improvement
- Explaining to parents how they can help their children with their homework – and encouraging them to help their children learn high frequency words and number facts

Monitoring and Review

We are aware of the need to review the school learning and teaching policy regularly in order to take account of new initiatives, changes in the curriculum, developments in technology or the physical environment of the school. This policy will be reviewed in September 21

Monitoring of the implementation of this policy by staff is done through termly lesson observations, weekly planning and work scrutiny by subject co-ordinators and interviewing children.