

NORTH YORKSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

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Teaching & Learning Policy

December 2015

Our Vision

As a Church School, we, seek to be distinctive in the education we offer. The Christian ethos which underpins all our work, and the particular attention given to the spiritual and moral development of our pupils, makes us special. We are a family, and we live out our lives following our Christian values which we call “The Magnificent 7”. These are courage, compassion, respect, trust, friendship, truthfulness and faith. Our aim is to provide all our pupils with a curriculum which is engaging, creative, challenging and fun in an atmosphere of Christian love and care in order to achieve their full potential and make informed choices about the important things in their lives.

Aims and Objectives

The aims of this policy are to:

- promote consistency and high standards of teaching and learning throughout the school
- provide an agreed basis on which to evaluate effectiveness in teaching and learning and so inform the school’s self-evaluation process
- ensure pupil entitlement that promotes the progress of all pupils

What is effective learning?

We recognise that learning is most effective when learners:

- Are happy safe and secure
- Are stimulated, motivated, challenged and engaged in their learning
- Acquire new knowledge, skills, concepts and attitudes, develop ideas and increase their understanding
- Activities are clearly understood and match the learning challenges
- Expectations about learning behaviour are explicit and adhered to
- Are encouraged to take responsibility for their own learning, to be involved in reviewing their learning and to know how to improve their learning
- Make good progress and successes are recognised and celebrated.

What is effective teaching?

We recognise that teaching is most effective when teachers:

- Build positive relationships with pupils which create an atmosphere in which children are challenged and inspired
- Demonstrate good subject knowledge and understanding in delivering well planned, challenging lessons in which all pupils make good progress.
- Use a variety of teaching methods to enable all pupils to learn effectively.
- Use time, support staff and other resources, including ICT, effectively
- Use assessment evidence to plan effectively and encourage all pupils to progress by identifying next steps in their learning.

To ensure consistency in our teaching and learning all teachers will ensure the following:

In planning learning we will:-

- ❖ Take into account **all** pupils' prior learning, experiences and knowledge of a subject
- ❖ Differentiate the learning activities so that each child can make progress at their level
- ❖ Plan in line with the objectives from the National Curriculum, taking into account the mixed year groups within a class.
- ❖ Clearly explain how support staff are to be used to support learning.
- ❖ Ensure subject knowledge is comprehensive and up to date.
- ❖ Ensure that success criteria are clear, differentiated and appropriate to the individual activity.
- ❖ Plan extension tasks which develop depth and mastery of learning.

In delivering learning we will:

- ❖ Employ a variety of teaching methods/styles to promote understanding and enjoyment e.g. Enquiry approach, Kinaesthetic, Group/Paired work, Creative expression..
- ❖ Because of the particular demands of teaching in a mixed year class, we will employ "agile" teaching methods – i.e. use a mix of whole class input/teaching assistant led groups/independent learning as appropriate to ensure maximum effectiveness.
- ❖ Personalise the learning/support for children with SEN who require something additional and different in order to make progress.
- ❖ Always communicate the learning objective in a child friendly way at the beginning of each lesson
- ❖ Communicate clearly what pupils are expected to achieve by the end of the session.
- ❖ Always check understanding before a pupil works independently
- ❖ Ensure strategies exist for a child to gain support for a task.
- ❖ Use assessment for learning strategies throughout the lesson to check on understanding.
- ❖ Ensure lessons are well paced, with time for thinking skills and reflection
- ❖ Use strategies to encourage children to think and share their ideas e.g. "Chatterbox" "Think, Pair, Share" "Talking Partners."

In assessing work and giving feedback we will:

- ❖ **Adhere to the school's marking policy**
- ❖ Ensure that a child has time to respond to marking and knows how to improve his/her work
- ❖ Use informal formative assessment through discussion, observation or short tests to determine what each child has learned and what therefore should be the next stage in his/her learning.
- ❖ Use more formal summative assessments by the end of each term to inform our on-going formative assessment of children's' progress

In our learning environment we will:

- ❖ Ensure that all classrooms are welcoming and promote our school's "Magnificent 7" Christian values.
- ❖ Ensure that our Working Walls and displays are bright, engaging and supportive to the child's learning.
- ❖ **Display the child's own work and celebrate success.**
- ❖ Promote positive behaviour and inclusiveness.

Evaluating our effectiveness

We recognise that teaching should always be evaluated in terms of its impact on pupils' learning and what makes it successful. Learning is evaluated as being effective when it secures good progress for all pupils.

Teaching and learning will be evaluated through:

- Planning
- Assessment records
- Classroom observation and feedback
- Learning walks
- Data analysis
- Work scrutiny
- Pupil interviews
- Parent consultations
- Evaluation of the findings of external agencies

The criteria in red are our "non-negotiables," which we will use explicitly in evaluating teaching and learning during monitoring activities.

Role of Governors

It is the Governor's role to monitor, challenge and review the policy and its practices through:

- Regular visits to monitor the delivery of subject areas through liaison with the Head teacher
- Receiving reports from the Head teacher, e.g. monitoring reports & Head teacher reports
- Promoting and ensuring at all times equal opportunities in relation to race, gender, class and belief
- Promoting at all times the schools' "Magnificent 7" Christian values and ensuring they are embedded fully into the life of the school.
- Supporting the use of appropriate teaching strategies by allocating resources effectively
- Ensuring that the school buildings and premises are best used to support successful teaching and learning.

Role of parents/carers

We believe that parents have a fundamental role to play in helping their children to learn. We always want to work in partnership with parents in helping children reach their potential. In working towards this:

- The Head teacher will communicate with parents via a weekly newsletter (on paper and on website.)
- Each class teacher will send a newsletter out to parents advising of topics and themes to be studied by the pupils (at least once per term)
- Each class has its own page on the web site which is used to promote learning and communicate with parents.
- Key Stage 1 has regular "DEEP" sessions (drop everything & enjoy play) for parents to attend.
- We encourage all parents to communicate with the class teacher via the Home/School link book or telephone with any concerns about their child.
- News and details of class trips are regularly updated on the school website, where each class hosts their own page.
- We communicate with parents daily via home school
- We hold parent consultation meetings twice a year.

Date of Policy: December 2015

Review Date: December 2018

