



# **TEACHING AND LEARNING POLICY**

**May 2016**

**To be reviewed May 2019**

# **Teaching and Learning Policy**

## **Introduction**

At Holme School we make a big difference to all our pupils by our commitment to excellence. By working in small groups, we provide a personalised approach, high expectations and broad and engaging learning. We endeavour to inspire pupils to develop a love of learning, which enables them to fulfil their potential, and lead happy and rewarding lives.

## **Aims and Objectives**

Through effective teaching and learning we aim:

- To achieve high standards in all aspects of a child's development.
- To develop independent learners, who know how to learn and take responsibility for their own learning.
- To enable children to become confident, resourceful, resilient, enquiring learners.
- To foster self-esteem, help children build positive relationships, and encourage respect for others.
- To provide purposeful learning in a real life context.
- To develop strong links between home, school and the community, which promote aspiration and high expectations.

## **Effective Learning**

### Learning Styles (VAK)

We recognise that people learn in different ways, and opportunities need to be made for children to learn in a style that best suits them. We provide opportunities for visual, auditory and kinaesthetic learning. We acknowledge that children can succeed in many different areas, and we take a holistic approach to learning.

### Assessment for Learning (AfL)

We recognise that learning is accelerated when people have a clear understanding of what how and why they are learning. We embrace "Assessment for Learning" strategies in all areas of the curriculum. (Ensuring children understand the big picture, sharing learning objectives, agreeing success criteria and using self or peer assessment to evaluate learning and plan next steps.)

### Social and Emotional Aspects of Learning (SEAL)

We recognise the importance of personal, social and emotional factors in the development of effective learners. We use the SEAL materials to focus on self-awareness, managing feelings, motivation, empathy and social skills. All the staff know our children well, and respond to their needs.

### Personalized Learning

We recognise that in classes of mixed ages, differentiation and personalization are a necessity. All children are valued as individuals, and their learning is planned to meet their needs. We provide opportunities for pupils to acquire, practise and apply skills, in a meaningful context. We encourage children take responsibility for their learning and pursue their interests.

## **Effective Teaching**

### Characteristics of good teaching:

- Value and have high expectations of every pupil, irrespective of ability, race, gender, age or achievement.
- Be flexible, by using different teaching styles based on the task and the needs of the children.

- Have good curriculum knowledge and clear lesson objectives, which are passed on to the children.
- Engage in well-timed interventions and use effective questioning.
- Deploy support staff to best effect.
- Maintain good discipline through mutual respect, in line with the school behaviour policy.
- Distribute time equitably between pupils.
- Be aware of research and assimilate new approaches as appropriate.
- Value and promote partnership between home and school.

## Teaching Styles

Through our planning we offer opportunities for children to learn in different ways. These include:

- Investigation, problem solving and research
- Independent work, paired work, group work and whole class teaching
- Asking and answering questions
- Outdoor learning
- Using ICT
- Visits and visitors
- Creative activities
- Debates, role-play and oral presentations
- Designing and making things
- Physical activity

## Target Setting

Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our children. Targets may relate to individual children, groups, class or school. The child is at the heart of the process and the targets we set are challenging but realistic, and take into account each child's starting point. Children are involved in the target setting process and, wherever possible, they are encouraged to set targets for themselves. Regular feedback from teachers makes children aware of how they can improve their work and achieve their target.

The target setting process will:

- Encourage children to regularly discuss and review their learning and progress with teachers.
- Lead to focused teaching and learning through the tracking of targets.
- Involve parents in their child's learning.
- Help us to make judgements about how well our school is doing.

## Planning

The planning process is an essential part of effective teaching, ensures continuity, and contributes to the accountability of school provision.

Long term plans ensure coverage and balance in the curriculum.

Medium term plans ensure progression, differentiation, and enrichment.

Short term plans support classroom teaching, and include learning objectives/lesson outcomes, differentiation + additional needs, assessment opportunities, and resources, including staff. Plans can be annotated to show outcomes, next steps, and alterations.

Weekly Planning has to support the individual teacher, so there is no set format.

## Assessment- See separate policy

# Marking – See feedback and marking policy

## Homework

The governors and staff at Holme School believe that homework is valuable and important. It establishes good links between school and home, builds resilience and independence and reinforces children's learning in a positive way. Sometimes homework can cause stress and anxiety in children and families and so our approach is open, flexible and guided by the following principles:

1. Home work will be set on a regular day each week and appropriate time will be allowed for completion.
2. Homework diaries / reading record books will allow parents to communicate with school and where concerns are expressed this will be dealt with sympathetically and immediately.
3. Most homework will be a consolidation of learning that has already occurred in class.
4. The children will have had practice before taking work home.

The following points outline specifically what is expected of children from Reception to Y6.

Reception:

- Children will take home reading books.
- When ready, reception children will take home key words. These are not spellings, but to practice recognizing important, high frequency words on sight. We recommend that a short, but regular time is spent on these.

Key Stage 1:

- Children will continue to receive reading books, spellings and some numeracy homework

Key Stage 2:

- Children will record their homework tasks in their homework diary. (This also provides opportunity for parents and teachers to communicate.)
- Regular work on reading, multiplication tables and Abacus maths games is expected each week and will not be recorded in diaries.
- Children will receive spellings and creative homework.
- Year 6 children might be expected to do additional revision based tasks.
- Each half term children will be given a creative homework list where they can choose a task each week related to their topic.

## Creating a Learning Environment

### Classroom Management

Staff treat children with kindness and respect, following the school behaviour policy.

We recognise the following as features of good classroom management:

- Well established systems and routines are in place, to allow children to be independent learners.
- Children are given responsibilities, to allow them to develop self-esteem.
- Classroom rules negotiated by the class at the beginning of the year.

## **Display**

Displays have the following positive impact:

- Enhance learning by providing prompts for key vocabulary, key learning, key questions and learning objectives.
- Celebrate achievement by showing children their work is valued and reinforcing the ethos of the school.
- Embed Class systems by reminding children of expectations and routines.
- Promoting and sharing learning with the school community and visitors.

Procedures:

- Displays are changed regularly.
- Everyone's work is displayed at some point during the year.
- All work is named.
- Backgrounds and borders are plain, allowing the focus to be the children's work.
- Mounts and borders complement each other, and boards in one area usually have the same colour scheme and are chosen so as to enhance the children's work and not detract from it.
- Labels include a title, and may have questions, key vocabulary, key facts, children's voice.

## **Resources**

- Children are provided with high quality resources, and are reminded to take care of all equipment.
- Resources used regularly are labelled, and stored so that children can access them independently.
- Other resources are stored and labelled so that staff know what is available and where it is kept.

## **Monitoring**

We recognise the benefits of observing and discussing teaching and learning. Monitoring takes place through regular informal observations, and formal lesson observations. At least 1 formal lesson observation takes place each year, linked to performance management and School Development Plan.

The following monitoring takes place regularly:

- Monitoring planning
- Talking to children
- Work analysis
- Review of the curriculum