



Teaching and Learning Policy

Introduction

At Crookesbroom Primary Academy we strive to ensure our learners develop into lifelong learners. We believe learning should be a rewarding and enjoyable experience for everyone; in short, it should be fulfilling. 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.

Aims and Objectives

We believe that children differ in the ways in which they learn most effectively, and the conditions for optimum learning also differ in relation to the context in which the learning takes place. In some situations, children may prefer to learn by listening, in others they can only learn effectively by actively doing, and these preferences may differ for each individual. At Crookesbroom Primary Academy, we aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Through our teaching and our learning environment, we aim to:

- Ensure that children develop a self-image of themselves as confident learners;
- Enable children to become confident, resourceful, enquiring and independent learners;
- Nurture children's self-esteem, and help them to build positive relationships with other people;
- Equip children with the key knowledge, skills and understanding which they need for the next phase of their education, and in order to maximise their life chances and economic well-being in adulthood;
- Develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- Show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- Enable children to understand their community and British values, and help them feel valued as part of it;
- Help children grow into reliable, independent and positive citizens.
- Instil a lifelong love of learning

Effective Learning

Research tells us that children learn in many different ways in different situations, and respond best to varying types of input (visual, auditory and kinaesthetic); we must therefore teach in a variety of ways, tailored to the context for learning and the differing aptitudes of our children.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and feel that they will succeed, because the learning challenge will have been set at the appropriate level. We want children to feel a sense of 'ownership' of their own learning, and not to feel that education is something which is done to them.

All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:

- Teaching should build on previous learning;
- Pupils should be given the 'big picture' of the intended learning and understand how the lesson fits into this (Big 10 skills);
- The teacher should explain the learning objectives, and why the lesson is important;
- The lesson should incorporate opportunities for a range of learning styles to be accommodated;
- There should be opportunities for collaborative learning through the use of Kagan strategies to promote pupil engagement
- Children should be given opportunities to reflect on and review what has been learnt;
- There should be planned opportunities for feedback to the children, celebrating success, reviewing learning strategies, and assessing learning;
- Teachers should indicate what the next step in the learning will be.

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

- Investigation and problem-solving;
- Research and discovery;
- Listening;
- Group work;
- Paired work;
- Independent work;
- Whole-class work;
- Asking and answering questions;
- Using ICT to support learning;
- Fieldwork and visits to places of educational interest;
- Creative activities;
- Child led learning opportunities planning from children's interests
- Collaborative learning strategies
- Talk for Writing strategies
- Drama

- Looking at pictures and other visual images, including appropriate DVDs and television;
- Listening and responding to music or audio material;
- Play, including 'small world' play and role play;
- Group discussions, debates and giving and listening to oral presentations;
- Designing and making things;
- Participation in athletic or physical activity.

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

We help children to understand different types of learning. These include 'toolkit' outcomes. Teachers ensure that children have sufficient opportunities to ensure that previous learning is securely embedded, through practice and improvement. We encourage children to recognise good learning behaviours in their learning, and avoid unnecessarily and repeatedly re-practising things which they have securely learned already. By encouraging children to recognise and talk about their learning in these ways, they can become partners in learning with their teachers, who will be able to better match their teaching to the learning needs of individual children.

Effective Teaching

When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the "essential skills" for each year group (adapted from Chris Quigley) to plan and guide our teaching.

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children.

We strive to ensure that all tasks set are appropriate to each individual child. When planning work for children with special educational needs, we give due regard to information and targets contained in any specific education plans. Teachers modify teaching and learning activities as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation, covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

We review the progress of each child at different points throughout the academic year. We share success and next steps during termly child-led meetings with parents/carers. This child-led approach will also be reflected in end of year reports.

We plan our lessons with clear learning objectives. We take these objectives from the Early Years Foundation Stage (EYFS), and the new National Curriculum. Our lesson plans contain information about these objectives for the planned learning activities, the resources needed,

and the way in which we will assess the children's learning. We reflect on all lessons, so that we can modify and improve our future teaching.

In our lessons, we ensure that the learning objectives are shared with and understood by the children, and are expressed in appropriate, child-friendly language. We also ensure that children understand the toolkits for the lesson.

All of our teachers follow the school policy with regard to behaviour and classroom management. We expect all children to follow our five Golden Rules.

We ensure that all tasks and activities that the children engage in are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place.

We deploy teaching assistants and other adult helpers effectively. Sometimes, they work with individual children, and sometimes they work with small groups.

Our classrooms are attractive learning environments. The classroom reflects the topics studied by the children and supports their learning. We also use 'learning walls' and displays of work to demonstrate effective learning strategies and model good practice.

We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

We plan professional development accordingly and we do all we can to support our teachers 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 the Head of Academy and other Leaders

The head of academy and other leaders within the academy are primarily the leaders of teaching and learning. Their own practice models high quality teaching. They have a responsibility to monitor and evaluate the quality of teaching and learning in the academy. This will be achieved through:

- The formal performance management and appraisal of teachers, involving lesson observations, drop-ins and learning walks;
- Team teaching and working alongside teaching colleagues;
- Leading lesson study activities, when teachers plan, observe and evaluate their children's learning together;
- Talking to children about their learning in lessons;
- Scrutinising pupil's work in their books;
- Overseeing pupil assessment records.

The Role of the EAB

The EAB determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- Ensure that the academy buildings and premises are used optimally to support teaching and learning;
- Check teaching methods in the light of health and safety regulations;
- Seek to ensure that our staff development and our performance management both promote good-quality teaching;
- Monitor the effectiveness of the academy's teaching and learning approaches through the academy's self-review processes, which include reports from the head of academy, senior leaders and subject leaders, and a review of the continuing professional development of staff.

The Role of Parents and Carers

We believe that parents and carers have a fundamental role to play in supporting their children's education. We do all we can to inform parents and carers about the curriculum, teaching and learning strategies, what their children are currently learning and the outcomes of assessment. We do this by:

- Detailing information to parents and carers on the website.
- Sending parents and carers annual reports in which we explain the progress made by each child, and indicate how their child can improve further;
- Explaining to parents and carers how they can support their children with homework;
- Welcoming information from parents and carers about their children which may impact on their learning in school, or tell us about their learning and achievements beyond the school gate.
- Holding parent workshops on how they can support their child at home.

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

- To ensure that their child has the best attendance record possible and comes to school on time;
- To ensure that their child is fully prepared for school with the correct equipment for lessons, uniform and PE kit;
- To do their best to keep their child healthy and fit to attend school;
- To inform school if there are matters outside the academy that are likely to affect a child's learning or behaviour;
- To support the academy by ensuring homework tasks are completed regularly
- To communicate with us regularly
- To promote a positive attitude towards school and learning in general

Monitoring and Review

Senior leaders and the EAB monitor the academy's Teaching and Learning Policy, and review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the academy.

Following a range of teaching and learning monitoring activities such as observation of classroom practice, book scrutiny and assessment reviews, the following Crookesbroom Primary Academy ethos on teaching and learning was developed:

Approved on: To be approved at Spring Term EAB

Amended December 2017

Review date: December 2018

Crookesbroom's Ethos on Teaching and Learning

Crookesbroom children deserve teachers and lessons that...

- Start promptly
- Recognise the importance of prior experience and learning
- Have clear intentions and outcomes understood by children
- Have stimulating teaching that requires them to be focused and attentive
- Have proactive and dynamic pace to the classroom
- Give regular and meaningful homework
- Make literacy a key component of lessons across the curriculum
- Make opportunities to write at length in all areas of the curriculum
- Use displays and technology to support teaching
- Provide work which stretches them and allows them to fulfil their true potential
- Have high levels of pupil engagement and opportunities for collaborative learning
- Give a clear indication of what they are to do to improve and are given clear targets
- Promote good learning and sufficient time to practise and reinforce what is being taught
- Have sufficient expertise equipping them with knowledge and skills to succeed
- Have been observed by other colleagues who are determined to improve
- Have Teaching Assistants who support individuals and groups of children effectively in order to enable them to settle to learn

Crookesbroom children deserve an SLT that will...

- Monitor teaching and learning
- Monitor and evaluate the work they produce to ensure that each and every child makes progress and that their teacher interacts with the work they produce
- Add anything from their evidence base to the Academy Development Plan to make sure we can always do better
- Track progress so that they can excel and be the best that they can be
- Report their findings to the EAB who will support the teachers to do their best