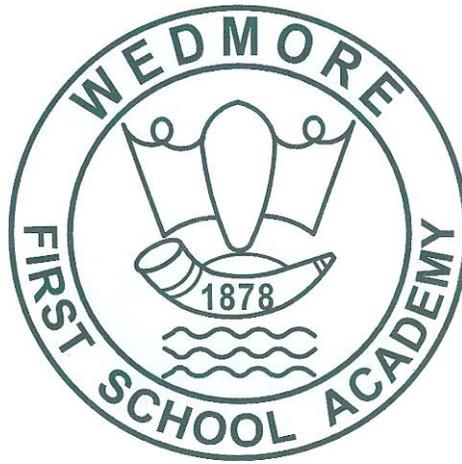


# **Wedmore First School Academy and Nursery**



## **Teaching and Learning Policy**

Date: March 2015  
Review date: March 2018

# Wedmore First School Academy and Nursery

## Teaching and Learning Policy

### 1 **Rationale**

We aim to put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience and co-operation. We recognise the importance of making learning irresistible, meaningful and memorable. For this reason we teach through a themed, experience based approach to enable children to make connections and link ideas and areas of learning.

Our Teaching and Learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. It sets out clear expectations, provides a uniform approach, can be easily monitored and ensures equal opportunity for all our pupils.

Teaching and Learning is at the heart of all we are doing at Wedmore First School Academy and Nursery. *As part of on-going professional development of our staff team we have been exploring and following the 'Looking for Learning' training program which sets learning (rather than teaching) as the core purpose of a school; what really matters in schools is the learning.*

### 2 **Purpose**

The aim of this policy is to provide a clear statement of the principle and practice of teaching and learning at our school. This statement represents our agreed view of how our children learn and how we intend to encourage and support that learning. It provides a framework which enables teachers and support staff to be confident in developing their own practice and ensures that we are consistent in the way we work with our pupils.

#### **We aim to help our children to:**

- enjoy their learning through experiencing success and by increasing their self esteem;
- become independent, confident learners who take increasing responsibility for their own learning;
- become resilient, reflective, resource and reciprocal learners;
- feel secure and comfortable in school;
- acquire the necessary skills for learning, now and in the future, by developing lively, enquiring minds and the ability to questions, share ideas and work co-operatively;
- recognise and develop their own personal skills to the best of their ability;
- access a rich, balanced and relevant curriculum in a variety of ways. This includes encouraging creativity and self expression;
- use language and number effectively, as a foundation for learning, and to feel confident in all areas of the curriculum;
- develop an understanding of other beliefs, cultures and ways of life.

### 3 What does good teaching look like at our school?

Good teaching includes:

- challenging but achievable expectations, clear explanations and rigorous pace;
- appropriate and differentiated learning activities for all pupils;
- varied and flexible teaching styles, dependent on the task and the individual needs of the learner (Visual-Auditory-Kinaesthetic)
- secure subject knowledge;
- an exciting, enthusiastic approach to learning which will help inspire, motivate and engage our children;
- a clear focus through explicit learning intentions, modelling and success criteria (toolkits), which identify what learners' need to understand and be able to do in order to achieve;
- good use of teaching assistants and resources to support children's learning;
- positive behaviour management strategies are used to motivate and encourage pupils to respond appropriately and help create a climate for learning;
- opportunities for self-evaluation and reflection are built in throughout the session;
- a consistent approach is used, in line with whole school policies and procedures;
- all pupils make progress in their learning, regardless of ability;
- creating a purposeful learning environment in which pupils are engaged and motivated;
- learning is linked to pupils' prior skills, knowledge and understanding.
- a range of question types are used e.g. open questions and closed questions;
- encouraging pupils to generate their own questions;
- promoting pupil awareness of language of learning e.g. new learning;
- good interaction and communication between children as well as adults and children.

### 4 What does good learning look like at our school?

As part of our 'Looking for Learning' (L4L) staff development we devised our own WFSA definition of learning:

"Learning is gaining knowledge and understanding through discovery and enjoyment acquiring and developing skills for life."

Our child friendly version of this statement is "Learning through discovery and enjoyment."

We asked our children what qualities good learners should demonstrate and they came up with the following ideas:

**A good learner is someone who.....**

Asks questions
Looks interested
Joins in
Doesn't give up if it's hard
Gives others a chance to talk
Is kind and helps others
Asks for help

Co operates with others
Takes a risk and has a go
Doesn't call out or interrupt
Enjoys learning
Checks they have understood
Can explain their thinking
Listens and respects what others think
Shares ideas
Tries different ways to solve a problem
Keeps thinking

## 5 The Learning Environment

We believe a positive learning environment sets the climate for learning and enables all children to access the curriculum. It should:

- be welcoming and inviting to children and adults by encouraging interaction and providing opportunities for good communication between home and school;
- support and challenge learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning;
- remind children that they are working towards targets in their learning;
- celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum. It should help raise self-esteem and confidence;
- be stimulating and thought provoking with the use of working walls, displays and resources, which support learning;
- create a community where children are valued and have a sense of belonging;
- provide for equal opportunities for all children;
- be safe and hazard free;
- encourage co-operative and collaborative learning and good working relationships;
- promote a positive culture for learning supported by the school's expectations and Pupil Promise;

## 6 Effective Teaching and Learning

Effective learning requires effective teaching. In order to facilitate good teaching and learning as a staff we will commit to:

- getting to know, value and have consistent high expectations of every pupil, irrespective of ability, race, gender, age or achievement;
- having a good understanding of the primary curriculum- the skills, concepts,

- knowledge and attitudes which are the goals of the learning process;
- using a suitable range of organisational strategies and teaching methods to establish a positive learning environment
- maintaining good discipline based on mutual respect, in line with our Behaviour Policy and Pupil Promise
- using the school curriculum plan to guide our teaching which details what is to be taught in each year group
- ensuring our daily planning:
  - is shared with the Teaching Assistants linked to each class;
  - includes information about tasks to be set, resources needed, the way children will be grouped;
  - is evaluated to inform future planning.
- having clear learning intentions which are shared with and understood by the children (learning/success criteria)
- using a range of organisational strategies and teaching methods to suit different learning styles e.g. visual, auditory and kinaesthetic (VAK)
- organising human and physical resources effectively;
- making sure that the activities we provide for the children extend their knowledge, skills and understanding;
- being reflective, reviewing the effectiveness of our teaching and monitoring children's progress.

## **7 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 allocating resources effectively;
- make sure that the school buildings and premises are best used to support successful teaching and learning;
- 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 Policy through the school self review processes. These include reports from subject leaders, the head teacher's reports to governors as well as a review of the in-service training attended by our staff.
- monitor teaching strategies in the light of health and safety regulations.

## **8 The Role of Parents and Carers**

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

- publish a termly topic overview so that children and parents know what they will be learning about during the forthcoming weeks;
- holding information workshops on topics such as 'Helping your child learn to read and write' and 'How we teach your child maths' to explain our strategies for teaching key areas of the curriculum;

- Holding parent consultation meetings to share their child's progress with parents and give guidance, where appropriate, on how to further support their child's learning;

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

- have a positive attitude towards school and learning, supporting and working with school;
- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and P.E. kit;
- inform the school if there are matters that are likely to affect a child's learning or behaviour at school;
- attend progress meetings and parents' evenings;
- support the school's expectations with regard to behaviour and attitude;
- fulfill the requirements set out in our Home School Agreement.

## **9 Monitoring and Evaluation**

The aims and objectives outlined in this policy are evident in the day to day working of the school. This will be monitored through:

- classroom observation (using the seven Looking for Learning questions)
- the progress of the School Development Plan
- external inspection
- value added data
- communication with children, parents and the rest of the school community
- staff professional reviews in line with the Performance Management policy

This policy will be reviewed at least every three years.

**Signed:**

**Date:**

