Teaching and Learning Policy

Hunmanby Primary School

Document Status			
Date of Next Review	July 2018	**Responsibility**	*Full GB*
Success Criteria for review completion	12/07/16	**Responsibility**	*P Milnes*
Date of Policy Creation	**04/07/16**	**Responsibility**	*HT*
Date of Policy Adoption by Governing Body 12/06/16		**Signed**	
Method of Communication (e.g Website, Noticeboard, etc)			

Policy Statement

In drawing up this Teaching & Learning Policy, the following were consulted:

- Teaching Staff
- Support Staff
- Children (via the School Councils)
- Governing Bodies
- Parents/Guardians/Carers

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Teaching Statement

As members of staff we will:

- plan carefully for, and with, the different groups and individuals without our class, using the agreed school formats

- deliver purposeful lessons that link to real-life situations, problems and interests wherever possible

- give pupils a wide range of learning opportunities that develop all their skills and knowledge and recognise their strengths

- build on links with other subjects where possible

- include questions to challenge pupils and make them think

- check on what pupils already know and then help them to learn more

- deliver lessons at an appropriate pace

- tell pupils what the next steps are in their learning

- tell pupils what they are going to learn and how they know if they are successful

- expect pupils to work hard and do their best

- continually assess pupils learning and help them to move on to achieve their targets

- use different methods in your lessons to help pupils learn

- work closely with other adults to help pupils in their learning

- try to make lessons exciting and interesting

- always try to help pupils if they have problems with their work

Learning Statement

As learners we expect the pupils to:

- work hard to stay on task

- participate with shared talk

- follow the Golden Rules

- complete homework on time

- listen to/read teacher's comments to help make progress

- use targets to help progress

- be ready to ask and answer questions in order to progress

- feel comfortable and confident in asking for help

- be helpful to adults and other children

Developing the Learning Environment

Improving the range, quality and number of learning opportunities:

- ❖ Through cross curricular work wherever possible

    - Relating work to real life
    - Improving inter-subject understanding
    - Providing interesting topics and projects

- ❖ By involving parents

    - Sharing curricular targets
    - Sharing topics/interests covered in class
    - Curriculum workshops/meetings
    - Encourage parents to work with own children in school where appropriate.

- ❖ By our displays

    - Learning walls for Literacy and Numeracy in all classrooms
    - Stimulating/celebratory displays across the school

- ❖ Through learning first hand

    - All year groups to have visits and visitors linked to their work
    - An emphasis on doing and finding out
    - EYFS is based on child initiated learning. This continues throughout the school where possible
    - Artefacts available to support work

- ❖ Through planning and assessing for learning opportunities

    - Continuous assessment takes place in lessons to inform planning
    - Setting of group, class and individual targets
    - Marking for learning – comments (either written or verbal) indicating what children need to do next
    - EYFS – observational assessment identifies the next steps in learning to create individual learning programs
    - Identifying learning opportunities and success criteria
    - Learning objectives shared and reviewed with the children

- ❖ Through creativity, drama and self expression

    - Using different media for representing learning, including visual and expressive arts

- ❖ Through extra curricular activities

- Those that engage children in a range of healthy activities, encouraging a healthy lifestyle
- Those that enrich the curriculum and reflect children's own interests

Developing the Teaching Environment

Improving the quality of and opportunities for teaching through:

❖ Providing professional development opportunities

- In-house
- Externally/LA provided

❖ Ensuring the necessary resources are readily available to support

- Classroom management
- All subjects/topics
- Independent learning
- Preparation and planning
- Assessments

❖ Providing support for teachers to meet their performance management objectives

- INSET
- Resources
- Advice
- Non-contact time

❖ Ensuring PPA time takes place

❖ Requesting only necessary planning

❖ Ensuring that additional adult support is available when necessary through

- The effective deployment of teaching assistants
- The use of volunteers
- Paired and team teaching

❖ Protecting the work life balance for teaching staff

- Use of IT to reduce workload
- Monitoring number of observations
- Careful timing of events across the year

❖ Providing an exciting and stimulating curriculum map

- Develop the curriculum in consultation with staff
- Have a considered approach to the curriculum which makes teaching interesting and fulfilling