

# Teaching And Learning Policy



HEADLANDS CE (C) J I & N SCHOOL

## Rationale

Teaching should equip children with the skills, knowledge and understanding necessary to be able to make informed choices. Learning should be a rewarding and enjoyable experience; it should be fun.

The aims for learning have the potential to increase the life chance of our pupils by raising the quality of education we provide. They have the potential to improve pupils' engagement, enjoyment, achievement, relationships and behaviour in school.

## Aims

At Headlands we recognise the elements which contribute to becoming an effective learner and aim to instil this in all our pupils. Through our teaching we aim to create learners who:

- Are actively engaged, self-motivated and inspired
- Believe that effort leads to success and take satisfaction from their successes
- Collaborate with staff and peers to contribute to their learning
- Are clear about what needs to be achieved and know their own next steps and personal targets
- Can articulate their learning to confirm understanding
- Are confident, resourceful and independent
- See mistakes as a way of learning
- Question and hypothesize
- Build on, and make links to prior knowledge
- Transfer skills to other situations
- Take pride in their own work and that of others

## Effective Teaching

When teaching we focus on monitoring the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement.

Teachers recognise that high quality teaching leads to successful learning. They recognise that this involves:

- Setting high expectations to ensure every learner succeeds
- Building upon what learners already know
- Planning well-structured and appropriately paced lessons
- Making links to pupils' interests, life experiences and the wider world so that learning is an enjoyable experience
- Setting appropriately challenging activities in order to meet the needs of all pupils
- Using assessment for learning strategies in order to make individuals partners in their learning

Teaching promotes high quality successful learning when;

- There is a high and consistent expectation of achievement and behaviour; children like to know what is expected of them, know what they have to do, why they have to do it and understand how it will help them
- There is evidence of good subject knowledge
- Clear objectives are shared with the children so that all children and adults understand the intended learning outcomes
- There is a clear structure and rigorous pace

- Children are actively involved in their own learning and their natural enthusiasm for learning is both valued and encouraged
- Children are encouraged to think independently and express their ideas
- A variety of teaching styles and strategies are used which reflect the needs of the children, subject matter and learning outcomes
- Resources are well-organised, in good condition and easily accessible by the children to foster independence
- The physical environment scaffolds learning and positively reflects successful learning
- Positive working relationships between staff and pupils have been established
- Teaching assistants are deployed as effectively as possible. This may be by:
  - Working with individual children
  - Working in small groups
  - Being involved in planning and assessment of children's work
- Tasks and activities are differentiated to meet the needs of all the children
- Clear strategies are being used to assess the learning taking place

## Monitoring and Evaluation

At Headlands the monitoring and evaluation of teaching for learning is accepted as a mutually beneficial process. As a result of monitoring exercises, school development priorities can be established and appropriate CPD opportunities planned for.

There is a cycle for monitoring and evaluation which everyone engages in.

- The following questions are frequently asked as a process of reflection by ALL;

In the classroom:

- Is learning taking place?
- Is it appropriately challenging?
- Are children making progress?
- How is the teaching helping or hindering the learning?

## Review

We are aware of the need to review this policy regularly so that we can take into account new initiatives, changes in curriculum, developments in technology or changes to the physical environment of the school.

We will review this policy every two years.

**Last reviewed by governors: April 2019**

**Next review due: April 2021**