



Learning and Teaching Policy

Aims:

- To provide a culture which celebrates success and in which we reach every child rather than just cover the curriculum.
- To raise standards of achievement throughout the school.
- To provide a secure, stimulating learning environment which is enjoyable and challenging
- To ensure that we inspire in all pupils, a love of learning and the desire to continue to learn;
- To equip all pupils with the tools and self-confidence necessary to constructively influence their own lives;
- To ensure that all pupils have an equal opportunity to take part in the life and work of the school;
- To be a place every child remembers with affection.

**Tell me and I will forget
Show me and I will understand
Involve me and I will remember**

Agreed characteristics of an effective teacher

1. Setting high expectations

- a) Being clear and explicit to the children about your expectations
- b) Praise, celebrate and reward but don't be afraid to express disappointment (kindly but firmly) when a child has not produced his/her best.

2. Questioning and Responding

- a) Review previous knowledge or understanding
- b) Probe, extend and expand skills, knowledge and understanding

3. Pace and Rigour

- a) Setting time standards for the children
- b) Making sure children know what they are trying to achieve and why

4. Being Creative

- a) Putting creativity at the heart of teaching and learning so that children can discover things for themselves, to be open to new ideas and to be motivated to learn
- b) Create a rich and varied curriculum, meeting national requirements but also meeting the needs of our children, making connections between subjects and allowing for creativity within a rigorous structure
- c) Building in opportunities for first hand and practical experiences

5. Learning

- a) Children grasping information and acquiring skills and being able to apply the information and skills in other contexts
- b) Aiming to reach every child by using a variety of learning styles - visual, auditory and kinaesthetic (VAK) including IT
- c) To use appropriate learning breaks to aid learning.
- d) Management of Support Staff

6. Management of Time

- a) Being clear about what you want to achieve in each lesson.
- b) Classroom organisation - always planning to have resources available before the lessons - evaluating lessons afterwards and considering whether lessons could be improved.

ELEMENTS OF THE COPPETTS WOOD SCHOOL LEARNING & TEACHING POLICY

a) **TEACHING TIME / CURRICULUM**

Teacher needs to	Child needs to
<ul style="list-style-type: none">• Ensure broad and balanced coverage• Make subject divisions explicit to children• Keep a precise timetable and display it• Start lessons promptly and ensure pace• Plan to teach curriculum targets	<ul style="list-style-type: none">• Have access to all curriculum areas• Be able to communicate experiences in a variety of subjects• Be aware of timetable• Be on task and work purposefully• Work on identified weaker areas• Know their personal learning Targets

b) **PLANNING**

Teacher needs to	Child needs to
<ul style="list-style-type: none">• Plan explicit learning intentions• Plan for uncomplicated differentiation with direct teaching wherever possible• Use a wide range of teaching techniques, well matched to the learning need and intentions (e.g. whole class direct teaching and modelling, ability group work, mixed ability work, practical tasks, paired work and individual work).• Use evaluation and assessment to meet children's needs (individuals and groups) in future planning• Share with Support Staff planning for the class/individuals/groups	<ul style="list-style-type: none">• Be clear about learning outcomes expected• Have challenging experiences including, where necessary, extension work towards agreed targets• Make good progress and work towards agreed targets• Have as much targeted and consistent adult input as possible.

c) **CLASSROOM ORGANISATION**

Teacher needs to	Child needs to
<ul style="list-style-type: none">• Have a well organised and tidy classroom• Clearly label resources and areas and make them accessible• Display school rules	<ul style="list-style-type: none">• Undertake tasks independently and have responsibility for equipment• Understand and act on systems in place

d) EXPECTATIONS

Teacher needs to	Child needs to
<ul style="list-style-type: none"> • Make high expectations explicit • Ensure they know the previous standards achieved by individual children e.g. SATs and plan for progress • Establish that occasional failure is necessary if a child is to progress 	<ul style="list-style-type: none"> • Know the high expectations and act on them e.g. in the presentation of their work • Know realistic targets are being set for them and that they can achieve them • Be able to cope with occasional difficult challenges and learn from it

E) KNOWLEDGE OF CHILDREN

Teacher and TA needs to	Child needs to
<ul style="list-style-type: none"> • Get to know their children personally e.g. their culture, medical needs etc. • Have an opportunity to listen to children e.g. circle time • Take time to record awards e.g. certificates when achieved • Work at ensuring positive relationships with parents 	<ul style="list-style-type: none"> • Work in a happy environment • Feel valued • Have self-esteem raised and not to feel disappointed e.g. by never receiving recognition • Realise that expectations extend beyond the classroom

F) DISPLAY

Teacher and TA needs to	Child needs to
<ul style="list-style-type: none"> • Ensure displays support learning • Ensure there are working walls in the classrooms, not just static displays • Ensure that all children have some work displayed at any one time • Involve children in displays which are well presented, mounted and labelled • Ensure that, whenever possible, display reflects the cultural diversity of the children • Take some responsibility for whole school displays e.g. changing at least one display board outside the classroom every half term in corridors or halls 	<ul style="list-style-type: none"> • Be able to point to his/her own work • Be knowledgeable about displays and be able to talk about them • Take genuine pride in his/her own work • Feel valued • Be able to talk about displays throughout the school

G) IT

Teacher needs to	Child needs to
<ul style="list-style-type: none"> • Provide IT opportunities for all children • Use IT in their own work / classroom presentation • Identify opportunities for older children to share information with others e.g. younger children and also amongst themselves • Take responsibility, supported by the subject leader for their own IT development 	<ul style="list-style-type: none"> • Be able to use the computer and be able to suggest when it is appropriate to do so • Know some of the uses of IT • Use his/her home and school experiences of IT for the benefit of others • See the teacher using IT

H) HOMEWORK

Teacher needs to	Child needs to
<ul style="list-style-type: none"> • Carefully follow the Homework guidelines/policy • Mark all homework (or acknowledge when marking is inappropriate) within a reasonable 	<ul style="list-style-type: none"> • Know there is a partnership between home and school and understand the discipline of undertaking regular homework

time frame and give feedback on marked work	<ul style="list-style-type: none"> Reinforce and extend learning beyond the lessons and have the opportunity to discuss work set.
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I) MARKING

Teacher needs to	Child needs to
<ul style="list-style-type: none"> Carefully follow the marking guidelines and give feedback on marked work (see separate policy) 	<ul style="list-style-type: none"> Know their work is marked and that they are given regular ideas for improvement.

J) ASSESSMENT

Teacher needs to	Child needs to
<ul style="list-style-type: none"> Follow the assessment policy (see separate document) Ensure that assessment for learning takes place in throughout the lesson to find out what the pupils have learned and what the next stage of learning is 	<ul style="list-style-type: none"> Build on what he/she already knows Evaluate his/her own learning and be clear about what comes next

K) PARENTS

Teacher needs to	Child needs to
<ul style="list-style-type: none"> Provide parents with details of the curriculum to be followed on a termly basis Liaise with parents, either through talking after school, or if this is not possible, dialogue via letters or homework diaries etc. Contact parents at first opportunity if they are concerned 	<ul style="list-style-type: none"> Share work done at school with parents Know that teachers/parents are working as a team Know that their difficulties will be addressed before they become insurmountable

L) BEHAVIOUR

Teacher and TA needs to	Child needs to
<ul style="list-style-type: none"> Be seen to be acknowledging and praising good behaviour Ensure reward systems are in place and sanctions understood Make opportunities available for children to reflect on their behaviour - e.g. circle time Follow the guidelines in the behaviour policy and use the behaviour support pack 	<ul style="list-style-type: none"> Feel motivated to behave well Understand the consequences of good / unsatisfactory behaviour Have an opportunity to put things right Know what is the behaviour policy

M) DELIVERY

Teacher needs to	Child needs to
<ul style="list-style-type: none"> Communicate the learning objective clearly and explain where it fits into the overall scheme of work Be able to give regular feedback to children as they engage in and complete tasks 	<ul style="list-style-type: none"> Have a clear understanding of the purpose of the task and how it fits into the rest of his/her own work See feedback as a normal part of their daily work and as a help to future tasks

N) SUPPORT STAFF

Teacher needs to	Child needs to
<ul style="list-style-type: none"> Ensure that support staff feed-back regarding the work being done by individuals and/or groups Identify with support staff the children to be targeted and supported 	<ul style="list-style-type: none"> Know his/her work is being monitored by the class teacher Receive constant targeted support

O) INSET

Teacher needs to	Child needs to
<ul style="list-style-type: none">• Attend staff meetings• Ensure session has a clear aim and is well prepared• Ensure the session ends on time• Know the curriculum areas, with dates, to be addressed during inset• Have regard to staff development policy when planning his/her training	<ul style="list-style-type: none">• Receive informed, skilled teaching• Have a teacher who has not wasted his/her time in a pointless meeting the night before• Have a reasonably 'fresh teacher'• Have teachers with a range of skills and knowledge• Have teachers whose skills are primarily developed to benefit the children according to their needs

P) TEAMWORK

Teacher needs to	Child needs to
<ul style="list-style-type: none">• Take responsibility for a joint commitment to agreed school policies• Plan co-operatively in year groups with other staff• Meet deadlines that have been agreed collectively	<ul style="list-style-type: none">• Receive a consistent approach from staff• Receive a consistent curriculum irrespective of their class group• Know that teachers plan collectively

Dated: December 2006

Reviewed: July 2012

Reviewed: April 2015