



Aughton St. Michael's C.E. School

Teaching and Learning Policy

Date Approved: Autumn 2020

Review Date: Autumn 2022

Mission Statement

Achieving all we can to develop fully our hearts and minds.

Sharing in a loving, caring, Christian community.

Making sure everyone is valued.



At Aughton St. Michael's CE School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

Principles

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong.
- To enable children to become confident, resourceful, enquiring and independent learners.
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture.
- To encourage children to take pride in their work and the work of others.

Learning Culture

To enable children to learn well, the school will work to develop a culture where children:

- Enjoy learning.
- Feel safe - respect, value and support each other as learners.
- Take risks.

- Recognise mistakes and errors as a learning opportunity and always persevere.
- Set high expectations - learning behaviour, progress in learning, presentation etc.
- Develop a 'Growth Mindset' whereby children believe in their own ability and strive to achieve the best that they can.

and where adults:

- Establish positive working relationships with all children in the class.
- Model learning and expected behaviour for the children.
- Treat all children fairly and with kindness and respect with encouragement, praise and rewards for all.

This learning culture will be actively taught and quickly established, and continually further developed and reinforced, throughout the year, involving the children at every stage.

Effective Learning

People learn in different ways. Learning opportunities will incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These will include:

- Investigation and problem solving.
- Research.
- Opportunities to communicate findings in a variety of ways.
- The chance to practice and apply newly acquired skills and knowledge.
- Whole-class work.
- Group work (in groups selected for different reasons).
- Paired work.
- Individual work.
- Independent work, which is child directed.
- Collaborative work.
- Selecting and using relevant resources to support learning.
- Asking and answering questions.
- Use of IT including visual images, film, interactive teaching resources etc.
- Fieldwork and visits to places of educational interest.
- Guest visitors and performances.
- Creative activities.
- Debates, discussions, oral presentations and other speaking and listening strategies.
- Drama techniques.
- Designing and making things.
- Participation in athletic or physical activity.
- Setting challenges for themselves.
- Produce work for a variety of audiences.

Children will be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning

Effective Teaching

Assessment for Learning will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. Prior assessment of the pupils' understanding will be used to inform planning of lessons with a clear progression in skills.

- **Learning Objectives are:**
 - Clear, focused and child friendly - based on learning rather than task.
 - Shared with the children and displayed.
 - Based on prior attainment, knowledge and understanding.
 - Written in the format: To...

- **Success Criteria will:**
 - Break down the learning taking place.
 - Include the steps the children need to be successful in their learning.
 - Be identified by the teacher during the planning process.
 - Usually be generated with the children during the lesson.
 - Be referred to during the lesson.

- **Plenary**
 - If appropriate, used during, and at the end of, the lesson.
 - Reviews the progress towards the learning objective and success criteria.
 - Allows adults, and children, to address misconceptions, make improvements and add further challenge.
 - Shows how learning can be applied to different contexts.
 - Allows time to reflect on the 'how' of learning in addition to 'what' has been learnt.
 - Should be used during lessons only when the progress of the class, group or individuals will be furthered.

- **Outcome will be:**
 - What is achieved by the children by the end of the lesson.
 - The learning activity/evidence of learning.
 - Given sufficient time to enable children to achieve meaningful learning.
 - Matched to the children's next steps in their learning.

- **Challenge for All**
 - Takes place throughout the lesson.
 - Is matched to children's next steps learning.
 - May occur through adult support; range and level of resources; time; task; different outcomes.
 - Ensures the needs of all learners, including children with SEND are met (including their targets contained in the children's School Support Plans -SSPs).

- **Adult Input**
 - Engages children in their learning.
 - Is active and interactive.
 - Has appropriate pace to ensure maximum learning takes place.
 - Responds to, and is adapted to, ongoing assessment during the lesson.
 - Clearly models successful learning/the learning activity.
 - Generates success criteria.
 - Is flexible according to the learning taking place eg.
 - Different inputs for different groups
 - Different start times for different groups
 - Input - activity - input - activity
 - Guided groups etc.

- **Questioning**
 - Questions will be asked to assess learning, challenge and deepen thinking and understanding.
 - The range will include open/closed; higher and lower order (eg. Bloom's Taxonomy).
 - Will be matched to the children's understanding and ability.
 - Opportunities will be planned for children to develop their own questions and questioning.

- **Feedback & Marking**
 - Regular feedback will be given to the children.
 - Identifies success and areas for improvement/next steps in learning.
 - Refers to learning objectives, success criteria, children's individual targets and age-related expectations in spelling, punctuation and grammar.
 - Opportunities are planned for children to regularly respond to feedback and marking.

- **Self & Peer Assessment**
 - Children are trained to self and peer assess.
 - Guidelines are discussed, agreed and developed with the children.
 - Is used regularly to enable children to address misconceptions and make improvements to their work.

- **Targets**
 - Children are involved in setting and reviewing their targets.
 - Easily accessible and referred to regularly.
 - Are related to children's next steps in their learning.
 - KPI targets are set for writing, reading and maths.

- **Active Learning**
 - Children are given opportunities to be involved in the learning throughout the lesson.
 - A range of strategies are used.
 - There is an appropriate balance of adult/pupil talk.

- **Additional Support**
 - Is focused and based around KPI targets/ SSP targets.
 - Allows for misunderstood concepts to be addressed
 - Allows concepts to be reinforced.
 - Is well timed and impacts on learning.

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Learning Environment

The learning environment will be organised to:

- Provide a stimulating environment which sets the climate for learning.
- Promote independent use of resources and support high quality learning.
- Help teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Show that classrooms should be bright and tidy and will be word and number rich.
- Interactive working walls for Maths and English must to be pertinent to the topic being taught.
- Displays might be used to:
 - Celebrate success.
 - Support class organisation - visual timetables, clearly labelled resources.
 - Promote Independence by providing prompts - questions, support for when children are stuck.
 - Support learning - working walls, success criteria, presentation examples, interactive & challenging.
 - Displays are changed regularly and reflect the current topic/themes/ learning.

Remote Learning / Blended Learning

- Remote learning will be high quality and meaningful.
- It will be related to the curriculum that the children would have undertaken.
- It will engage the children, allowing them to access stimulating activities.
- Children will be given encouraging feedback which also recognises the effort they have made.
- Where two-way learning platforms are in use, parental permission must have been given, (see Online Learning Policy and Acceptable Use Policy).

- Staff will ensure they follow school's safeguarding guidelines when delivering live lessons online or recoding themselves for later use (see Online Learning Policy Acceptable Use Policy).

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school and planned for by the teachers to support learning as effectively as possible. They are involved in:

- Supporting learning and children's progress.
- Supporting assessments of children's understanding.
- Developing children's independence.
- Leading Intervention sessions.

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as ICT expertise.

The Role of Curriculum Subject Leaders

- Monitor progress and attainment in subject areas.
- Support staff in developing the teaching and learning in their subject in order to ensure the children make good progress and acquire the subject knowledge and skills needed.
- Establish high expectations and expected outcomes for pupils in their subject.
- Have an overview of the standard of teaching and learning in their subject.
- Report to Governors on standards and improvements made in the T&L in their subject.
- Take the lead in policy development.
- Have responsibility for the purchase and organisation of resources.
- Keep up to date with developments in their particular subject area and be responsible for sharing this with colleagues.

Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- Holding regular consultation evenings in which the progress made by each pupil and his/her next steps in learning are explained and discussed.
- Sending an annual report to parents explaining the progress made by their child and indicating areas for improvement.
- Explaining to parents how they can support their children with homework.

- Holding parent workshops to explain the work covered and the strategies and methods taught to the pupils.
- Updating the website at the start of each term in which we outline the learning areas and topics that the pupils will be covering that term;
- Keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors

Governors 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.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- 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 policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

Review

This policy will be reviewed every two years.

