

Policy on Teaching and Learning

1 Introduction

1.1 At George Dixon JI School, we believe in the concept of lifelong learning, and in the idea that both adults and children are learners. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun and that it should provide a wide range of worthwhile opportunities for all pupils and groups of pupils to accelerate their learning at the expected pace. We believe that all children will learn effectively and successfully when the right learning environment conducive to good learning is provided (with high expectations of all pupils, well planned lessons which include good differentiation, good varied resources used and accessible to pupils; when there is a good and positive environment created which shows good relationships, respect, understanding, good pupil behaviour ; teachers with good subject knowledge; good deployment of TAS and adult helpers, good balance of pupil talk including peer talk/ writing partners/teacher talk, good pupils' involvement and participation in each lesson; good use assessment for learning, self assessment and peer assessment to maximise potential. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to become literate, numerate and computer literate pupils who can lead happy and rewarding lives.



2 Aims and objectives

2.1 We believe that people learn best when they are well motivated, when the teaching is well planned and delivered using a multi sensory approach; when lessons have clear lesson objectives and success criteria and when the activities provided closely match the pupils' ability and offer the right level of challenge. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities in order to accelerate learning and make progress in each lesson to help raise standards for all pupils and group of pupils (ethnic groups, EAL, SEN, Gifted and talented, newly arrived, targeted, residents)

2.2 Through our teaching, we aim to:

- enable children to become confident, resourceful, enquiring, creative and independent learners who are self reliant
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens.

3 Effective and successful learning

3.1 Research tells us that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic, other); we must therefore successfully and consistently deliver teaching in different ways to effectively address the needs of all our learners. We must take into account the different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching.

3.2 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We may therefore play music to accompany learning, provide 'brain breaks' at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water.

3.3 All teaching will be structured to maximise learning opportunities, and lessons will be well and successfully planned in detail to ensure they comply with the following principles:

- the teaching should build on previous learning ;
- good teaching is linked to good questioning skills to match pupils' levels of intelligence and understanding
- the good teaching should quickly engage pupils successfully and positively in the lesson
- it should give pupils the 'big picture' of the lesson;
- the teacher should explain the learning objectives, and why the lesson is important as well as what good learning in this lesson will look like (success criteria)
- the lesson should be presented in a range of styles;
- it should allow opportunities for the pupils to build up their own understanding through pupil talk and through various activities;

- it should allow good opportunities for the children to review what has been learnt; with good and well taught use of self evaluation /peer assessment these data informs future planning
- it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
- good teaching is closely linked to good planning and good and up to date marking of pupils' work (marking linked to pupils' own targets which provides pupils with feedback on how well they have done and what they need to do to further improve)
- the teaching should indicate what the next step in the learning will be and the deployment of scaffolded support
- Good teaching should allow very good deployment of teaching assistants

3.4 We offer opportunities for children to learn in different ways. The emphasis is on accelerating children's learning and making progress and not on doing or keeping children busy. We provide a wide range of opportunities for pupils to learn in a safe, inclusive and harmonious environment. Pupils learn by being involved in well planned and differentiated activities that include:

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT with emphasis on internet safety
- fieldwork and visits to places of educational interest;
- creative activities;
- Internet use and responding to musical recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity;
- involvement in activities planned by/with delivered/ run by outside agencies with school staff's involvement
- excellent use made of educational visits opportunities
- many opportunities to be creative and to develop own initiative
- opportunities to engage in creative activities which foster pupils' own creativity and imagination- thinking outside the box

3.5 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

4 Effective teaching and learning

4.1 When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the primary framework, QCA and whole school projects and curriculum, so that pupils reach the highest level of personal achievement and reach high standards in the core areas. Our Curriculum sets out the aims, objectives and values of the school, and details what is to be taught to each year group.

4.2 Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons (assessment for learning and of learning- use of whole school targets, level descriptors and APP). It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability as well as providing the right degree of challenge. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify teaching and learning as appropriate for children with disabilities and for those pupils who are at the very low level of English language acquisition. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

4.3 We set termly whole school academic targets for the children two targets for reading, writing and three targets for maths, and we share these targets with children and their parents. We regularly review the progress of each child against these targets within the term and at the end of the term..

4.4 Weekly planning :we effectively plan our lessons with clear learning objectives. We take these objectives from the National Curriculum or the primary strategies. Our lesson plans contain information about the tasks to be set, the resources needed, We evaluate all lessons, so that we can modify and improve our future teaching.

4.5 Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. We implement a wide range of strategies to re-direct and re-focus pupils on their learning. When children misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour.

4.6 We ensure that all tasks and activities that the children perform are safe. We put in place risk assessments to ensure everyone's safety in the school. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

4.7 We deploy teaching assistants and other adult helpers effectively and successfully to for then to impact greatly on learning. TAS do not sit and wait to be told what to do. They make sure that they share the teacher's planning and know what their role in the lesson will be to maximise potential. Sometimes, they work with individual children, and sometimes they work with groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

4.8 Our classrooms are attractive learning environments. We change displays regularly, so that the classroom reflects the children's work and the topics/themes taught and studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and of both fiction and non-fiction books, a range of maths resources, punctuation pyramids from Y2 to Y6, as well as displays relating to literacy and numeracy. We also use displays as learning prompts for the children. (learning walls) We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

4.9 All of our teachers reflect on their strengths and weaknesses, and together we plan their professional development accordingly. We positively and actively support our teachers in developing their skills, so that they can continually improve their practice. We provide a very well planned, high quality annual CPD programme for teachers and TAS (this includes termly opportunities to be involved in team teaching and in the Spring term to be involved in carried out paired observations).

4.10 We conduct all our teaching in an atmosphere of trust and respect for all.

5 The role of governors

5.1 Our governors determine, support, monitor and review the school's approach to 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 used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which may include reports from subject leaders, the half termly headteacher's report to governors, which include information on CPD

6 The role of parents

6.1 We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning and how they can support their child

- being available for parents to see staff at the start and end of the day and or make an appointment to see teaching staff
- Providing up to date information about the work of the school and about how their child is performing
- by holding parents' evenings to explain our school strategies for literacy, numeracy and all other areas of learning as well as to share with parents how well their child is performing
- by inviting parents to attend Inspire workshops and 'Keeping Up with the children' workshops
- by sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work

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

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home-school agreement.

7 Monitoring and review

7.1 We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.