



Latchingdon C of E Primary School
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AIM HIGH TO BE THE BEST

Latchingdon CE Primary School Policy for Teaching and Learning

This document is a statement of the aims, principles and strategies for teaching and learning at Latchingdon C. of E. Primary School. Each aspect of teaching and learning is based upon a set of key principles established through discussion around the conditions under which children learn best.

This policy was reviewed and up-dated by the staff and governors and was ratified on 18.10.19 and will be reviewed again within three years.

WHAT IS TEACHING AND LEARNING?

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum which is rich and varied, challenging and inspiring and meets the requirement of the National Curriculum, Religious Education and Collective Worship.

AIMS

Our Aims for teaching and learning are that all children will:

1. Achieve their potential in terms of academic and physical achievement, aesthetic appreciation and spiritual awareness.
2. Develop a responsible and independent attitude towards their roles in society
3. Be tolerant and understanding, with respect for the rights, feelings, views and property of others.

KEY PRINCIPLES

1. Recognise and value the different roles, responsibilities talents and contributions of all members of the team,
2. Give time for all adults who work with the class to communicate,
3. Provide timetables, information, guidelines, and minutes of meetings when appropriate
4. Plan, review and evaluate together,
5. Draw upon the expertise and talents of each other and refer to co-ordinators for support and advice,
6. Recognise the contributions of all members of the team,
7. Listen to and value each other's opinions,
8. Provide each other with positive, constructive, support,
9. Appraise and identify individual needs as well as the needs of the school,
10. Be willing to share our practice with colleagues,
11. Provide feedback from courses and meetings,
12. Set good examples of professional conduct within school, including being punctual and respecting confidentiality,
13. Regard Latchingdon CE Primary as a learning organisation for all
14. Ensure that all adults and children are aware of the aims, values and expectations of the school,
15. Ensure that the staff team is aware of all policies and decisions and that these are applied Consistently.

b. Children learn best when their work is well planned and matched to their abilities, interests and learning styles

There will be evidence in the learning environment of:

- 1.Focused teaching with clear learning aims and objectives,
- 2.Children who are clear as to the expected outcome,
- 3.Work which is well matched to children's abilities and provides a good level of challenge,
4. More able children are working are challenged and are working at greater depth,
- 5.A variety of good resources used, including Computing,
- 6.Children actively engaged in learning activities, motivated and on task
- 7.A range of strategies and teaching techniques and resources,
- 8.Teaching Assistants being used effectively, clear in their role and impacting on children's learning.

Therefore we will:

- 1.Ensure all activities are based on learning objectives,
- 2.Plan for specific learning intentions first in terms of knowledge, skills and understanding,
- 3.Ensure that plans address the issues of differentiation such as challenge, pace, support resources and the role of all adults within the class,
- 4.Ensure that plans reflect the evaluation and assessment of previous learning,
- 5.Ensure that planning is rigorous but flexible enough to respond to the unexpected,
- 6.Plan for a balance in types of activities,
- 7.Provide opportunities for practice, revision, re-visiting, application, consolidation,
- 8.Structure and sequence the learning intentions and activities,
- 9.Plan for quality rather than number of experiences,
- 10.Consider the individual needs, interests, abilities and learning styles of the children,
- 11.Have high expectations of all children and plan achievable, realistic, challenges and goals,
- 12.Ensure that what is planned is achievable within the time,
- 13.Consider carefully when to withdraw or integrate children requiring additional support,
- 14.Ensure that plans are accessible and available to all members of the teaching team.

c. Children learn best when they clearly understand the purpose, context and content of what is being taught

There will be evidence in the learning environment of:

- 1.Shared learning objectives and expectations,
- 2.Children having a clear understanding of given tasks,
- 3.Independent learning and child- initiated learning,
- 4.Well- motivated and challenged children,
- 5.Pupils supporting one another where appropriate,
- 6.Outcomes that reflect objectives and expectations.

Therefore we will:

- 1.Be clear in our understanding of the knowledge or skills to be taught,
- 2.Explain clearly the purpose of the task and its links to previous learning,
- 3.Where appropriate, provide a context to the learning by linking it to children's experience and the real world,
- 4.Draw from a range of teaching techniques that include telling, explaining, demonstrating, illustrating, modelling, questioning, challenging, intervening, interacting, discussing,
- 5.Ensure that the chosen technique is fit for the purpose in terms of the task and the children,
- 6.Use a range of intervention strategies such as encouragement, enabling, clarification, focusing, redirecting, informing, reviewing, exploration, probing, assisting,
- 7.Encourage children to say whether or not they understand,
- 8.Where there are misconceptions, or a need for consolidation, explain, model and present concepts in alternative ways,
- 9.Outline the expectations, outcomes and deadlines for tasks,
- 10.Provide children with sufficient time for practical, hands on experience,
- 11.Encourage children to explain their own work, to teach others, to talk about what they know,

12. Encourage children to ask questions, make predictions, elaborations, and generalisations
13. Allow children sufficient thinking time.

d. Children learn best when their learning is evaluated and assessed and they are clear about what they need to do to make progress

There will be evidence in the learning environment of:

1. Children's work being continually assessed,
2. Planning reflecting previous assessments,
3. Work regularly marked with pupil's responses,
4. Planned assessment opportunities,
5. Children redrafting work in collaboration with their teacher,
6. Opportunities for children to responding to each other's work.

Therefore we will:

1. Continually assess children's learning using a range of strategies including listening, observing, questioning, focused marking,
2. Ensure our marking provides clear guidance for the next steps in learning,
3. Record and analyse all significant and relevant assessment data and use it to identify patterns in learning,
4. Develop children's ability to critically assess and review their own work and that of their peers,
5. Plan regular opportunities for observations and focused assessment,
6. Maintain agreed records of children's progress and attainment,
7. Be clear that the purpose of all assessment is to inform planning and accelerate pupil progress.

e. Children learn best when they are happy and secure in school, feel valued for their Efforts and their individuality

There will be evidence in the learning environment of:

1. Children feeling valued and secure,
2. Children who are motivated to learn,
3. Teacher enthusiasm,
4. High self-esteem,
5. Children willing to take risks and to learn from their mistakes,
6. Mutual respect between adults and children.

Therefore we will:

1. Provide positive, enthusiastic role models,
 2. Be reassuring and supportive to encourage children to 'have a go',
 3. Value children as individuals,
 4. Be consistent and fair,
 5. Be aware of individual needs, interests and abilities,
 6. Balance high expectations with achievable targets,
 7. Listen and respond to children's viewpoints
 8. Establish and maintain clear guidelines, boundaries and expectations of behaviour
- Establish consistent routines and procedures.

f. Children learn best when they are supported by their peers and work as part of a learning community

There will be evidence in the learning environment of:

1. Children actively listening to one another and responding appropriately,
2. Children commenting constructively on other's contributions,
3. Children collaborating on projects,
4. Flexibility in the grouping of children.

Therefore we will:

1. Develop children's listening skills,
2. Promote the notion of the class as a learning community where we all learn from one another,
3. Provide opportunities for children to collaboratively in groups which may be ability or mixed-ability,
4. Provide a balance of grouping strategies including whole class, large and small groups, pairs and individuals,
5. Provide opportunities for peer assessment and develop children's skills at providing constructive feedback,
6. Support aims and values through collective worship,
7. Ensure effective transfer of information between classes.

g. Children learn best when their learning is supported at home and there is strong Communication between home and school

There will be evidence in the learning environment of:

1. Good relationships between parents and staff,
2. Parent volunteers supporting activities,
3. Well informed parents.

Therefore we will:

1. Be welcoming and approachable to all our visitors
2. Be willing to make appointments at mutually convenient times to discuss concerns
3. Hold a class meeting at the start of each school year to discuss expectations for the year, routines and the approach to teaching and learning,
5. Keep parents informed about the school through letters, newsletters, notice boards, text messaging and website,
6. Support parents with how they can best support their children in their learning, both at home and at school,
7. Provide opportunities for parents/carers to visit the school,
8. Ensure parents are regularly made aware of their child's attainment and progress.

h. Children learn best when their learning environment is purposeful, well organised, Stimulating and fit for purpose

There will be evidence in the learning environment of:

1. Good classroom organisation with clearly labelled resources,
2. Children familiar with the classroom rules and routines,
3. High quality displays which celebrate children's work and inform learning,
4. Children feeling involved and interested in their classroom environment and the topics which are being studied.

Therefore we will:

1. Encourage children to have responsibility for the care of their environment,
 2. Ensure resources have a specific place and that they are labelled, available and accessible to the children,
 3. Expect children to take responsibility for resources, their work space and the whole classroom,
 4. Communicate clear routines and organisational procedures,
 5. Establish guidelines and boundaries about expected behaviour and ensure that these are known, understood and implemented by the children,
 6. Draw upon a wide range of environments within the school, grounds, home, local community and further, contrasting localities
 7. Create displays of a consistently high standard that reflect and support the current learning
- Ensure that every child has some work on display.

i. Children learn best when they have a positive and confident attitude towards learning and feel involved, inspired and motivated

There will be evidence in the learning environment of:

- 1.Children taking a pride in their work, conduct and school,
- 2.Children enthused and wanting to share what they are learning,
- 3.Children being given and taking responsibility,
- 4.Trips, visits and visitors to school,
- 5.Children writing and carrying out tasks that have a real purpose.

Therefore we will:

- 1.Provide stimulating starting points to topics and exit points for children to work towards,
- 2.Utilise the resources and environments outside the classroom including trips, visits and use of the outdoors,
- 3.Use first hand experiences and relate learning to real life experience,
- 4.Ensure that writing tasks are linked to topics or have a have a real purpose, eg, producing a leaflet,
- 5.Be secure in our subject knowledge and present information in an interesting and stimulating manner,
- 6.Convey our expectations that they too have a responsibility in their learning,
- 7.Provide opportunities for child-initiated tasks,
- 8.Involve them in setting their own targets.

j. Children learn best when their spiritual, moral, cultural, social and emotional Needs are understood and valued in school.

There will be evidence in the learning environment of:

- 1.Children showing respect for all members of the school community,
Children being aware of and appreciating other cultures,
Time provided for quiet reflection.

Therefore we must:

- 1.Ensure that children's social and cultural backgrounds are valued,
- 2.Promote positive attitudes about themselves,
- 3.Allow children to explore and discuss philosophical and moral issues,
- 4.Support and encourage children to appreciate differences and differing opinions,
- 5.Displays and artefacts reflecting cultural diversity,
- 6.Celebrate a range of festivals throughout the school year.