

St Giles CE Primary School

Teaching and Learning A School Policy

Our Motto is ' Be the best that you can be.'

Our rationale

We strongly believe that teaching and learning at St Giles CE Primary School should be of the highest standard so that children will leave us (whether it be due to re-location or to secondary school) with the knowledge, skills and understanding that they need for a balanced, successful and happy life.

Teaching and learning is at the core of what we do and we firmly believe that opportunities and experiences will widen each child's horizon, unlock potential and extend thinking and learning. We regard each child as an individual and cater for his or her needs accordingly personalising learning as a result of high quality, effective teaching.

Effective teaching at St Giles CE is characterised by:-

- Having a secure up-to-date knowledge and understanding of subject matter.
- Having high expectations of all children.
- Planning effectively.
- Providing opportunities for independent learning.
- Planning for a range of learning styles.
- Achieving high standards of discipline.
- Choosing methods and strategies which match curricular objectives and meet the needs of all pupils in the class.
- Appropriate pace and progress.
- Assessing children's work thoroughly and constructively.
- Children responding to high quality feedback
- Using assessment to inform planning.
- Differentiating effectively so that all children are challenged including the gifted and talented, and children with special educational needs are supported.

Good learning will result from good teaching. Good teachers have high expectations for themselves and their pupils. They expect all pupils to have high expectations of themselves.

Effective learning at St Giles CE is characterised by:

- Inquisitive children asking questions
- High levels of engagement in task
- Enthusiastic and motivated
- Risk taking
- Resilience – willingness to keep going
- Critical thinking
- Pride in work and themselves
- Self-confidence and ‘Can do ‘attitude
- Children challenging themselves
- Independence and initiating activities
- Self-control & discipline

Planning, Teaching, Assessment and Pace

Planning – what factors do we take into account at the planning stage?

- NC guidelines
- School’s long and medium term planning
- Previous knowledge and experiences
- Support/resources available
- Specific objectives for lessons
- Appropriate teaching styles
- Children’s learning styles
- Differentiation- SEND graduated response & Gifted and Talented
- Targets

Teaching – What does an effective, successful lesson look like?

- Understanding of lesson objective and success criteria (Steps to Success)
- Pacy, lively, stimulating introduction
- Classrooms have a positive, happy, secure, working atmosphere
- Interactive discussion – questioning and participation
- Use of ICT to enhance learning where appropriate
- Opportunities for peer and self-assessment
- Differentiated activities- graduated response
- Effective teacher focus group
- High expectations
- Reinforcing positive examples of attitude and work orally throughout lesson
- Reviewing learning and progress at different stages of the lesson
- Effective use of TA who is involved with all ability levels
- Pupil’s next steps to learning taken into consideration

Assessing – How do we assess the lesson? How do we assess the children's attainment during and after the lesson? What use do we make of these assessments?

- Discussion during and after
- Questioning about lesson objectives and success criteria
- Test or mini quiz
- Marking children's work using agreed policy
- Marking to specific lesson objectives and success criteria
- Taking account of self and peer assessments
- Use assessments to inform future planning
- Next steps to learning highlighted and shared with the children

Ways of working

In order to promote effective teaching and learning, procedures and ways of working have been standardised on a whole school basis:-

- A common format is used for medium term and weekly planning.
- Children are expected to be independent in the use of resources and to take responsibility for keeping the classroom tidy.
- Children are taught strategies to help them evaluate and improve their work.
- Praise and sanctions are given fairly and consistently.
- Opportunities are provided for different learning styles.

Foundation Stage

This Policy stands alongside and reflects the Early Years and Foundation Stage Policy.

Equal Opportunities/Accessibility/Disability/Race Relations

All aspects of Teaching and Learning fully conform to the Equalities Policy and to the requirements of the DDA (2001 and subsequent amendments).

Monitoring

The Headteacher, Deputy Headteacher and Phase Leaders are responsible for ensuring that Teaching and Learning is delivered in accordance with this policy. Class teachers are responsible for their own teaching and, as a result, each child's learning. The Headteacher, Deputy Headteacher and Phase Leaders are responsible for supporting colleagues with Teaching and Learning. The SMT also has responsibility for monitoring long-term, medium-term and short-term planning.

Review

This policy will be reviewed in Autumn Term 2017.