



Teaching and Learning Policy

‘The quality of teaching and learning is at the heart of school improvement and real, lasting change can only come from what teachers and learning assistants do consistently in classrooms and other learning areas.’ DCSF (DFEE) Excellence in Schools 2007.

With this in mind this policy has been developed to act as an ‘umbrella’ policy for other school policies and guidelines, as along with the aims and values of the school it provides a philosophical framework to support them.

Rationale

We believe that effective learning and teaching must be based around the stage of development and levels of experience that the children have already acquired.

Learning should be a rewarding and enjoyable experience for everyone; it should be fun, child centred and tailored to meet the specific individual needs of every child. We acknowledge that children learn in many different ways and have a wide range of strengths and difficulties. We recognise the need to develop strategies that allow children to learn in ways that best suit them individually.

Teaching should equip the 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 learning experiences and relevant teaching will help children to lead happy and rewarding lives. We closely monitor each child to assess learning styles and developmental stages and take these into account when planning learning and teaching activities.

In order to learn we believe that children need to:-

- Feel secure and valued, are supported and enjoy a trusting positive relationship with peers and adults.

- Be central to the learning process, where their lead and interests are followed wherever possible in an atmosphere where every child matters.

- Have a positive and enjoyable experience, where they are actively engaged, with achievements encouraged and celebrated.
- Have the activities in which they engage, made appropriate to their own level of learning (eg multi-sensory), have opportunities for collaborative and independent learning and choice making activities.
- Have opportunities to learn outside the classroom.

Effective teaching is vital in promoting effective learning.

Effective teachers need to:-

- Create a positive nurturing atmosphere based on praise rather than criticism, firm but fair, non threatening but supportive, challenging but not confrontational, where children feel comfortable taking risks, meeting new challenges and enjoy learning.
- Value all children's contributions respecting all children as individuals with individual rights and equal regard. Contributions from children will be acknowledged and celebrated accordingly.
- Encourage and support children to participate at their own level, ensuring all are engaged in learning.
- Communicate clearly using a range of strategies.
- Be creative (think outside the box), flexible and adaptable
- Have high expectations of both themselves and support staff, taking responsibility for the learning of all children in their class.
- Ensure the curriculum has breadth and balance, provides progression and continuity. To plan, deliver, monitor, and evaluate the curriculum effectively.
- Be well prepared, yet have the ability to adapt teaching/learning experiences in the light of on-going assessment.
- Ensure all support staff are fully engaged in the learning and assessment process.
- Deploy a range of strategies to support the learning of children

- Make learning fun, exciting and interesting.
- Provide a stimulating, well managed environment.

To Support Effective Learning and Teaching we need to consider:-

1. The Environment, where we ensure:-

- We provide a wide range of high quality learning environments and experiences to enhance the learning of children eg therapy areas, outside areas, and visits to the community.
- Areas/classrooms are well organised and managed so all resources are easily accessible, easily kept clean and tidy.
- Ensure good quality appropriate resources are available.
- Displays are of a high quality and regularly changed, to reflect the curriculum themes of each Key Stage in the main corridors and diversity/seasonal themes in the main hall.

2. The Curriculum, where we ensure:-

- The curriculum is broad and balanced offering high quality learning appropriate to the diverse needs of the children.
- We take into account all relevant EYFS and National Curriculum/statutory guidance, and develop our own unique creative curriculum which is highly relevant to the needs of all children. 'Equals' Schemes and 'Routes for Learning' are used to support areas where appropriate.
- Communication is central to the learning process; it is the foundation stone upon which all other developments are laid.
- Curriculum plans are in place for the long, medium and short term and are delivered in a cross curricular manner where possible, building on the child's prior knowledge and skills.
- Long Term Plans outline the Curriculum Connectors (Themes) and give an initial area of focus used alongside staff knowledge of children's Personalised Learning Programme (PLP) to develop medium term plans.

- Medium Term Planning is prepared under areas of learning appropriate to EYFS and Key Stages 1+2. Suggested activities are developed by the key stage staff as a guide for planning for individual classes. Subject leaders maintain records of subject coverage.
- Short term planning is in the form of Individual Pupil Planning for each pupil, to meet the diverse needs of the children in Sunningdale. It may outline targets specific to the child under all Areas of Learning or work alongside the Personalised Learning Plan, recording evaluations, observations, next steps to learning and photographic evidence of learning for all areas of learning (LJF) Learning Journey Folder.
- The curriculum is monitored and evaluated regularly to ensure it continues to meet the needs of the school population and updated where necessary.

3. Assessment, where we ensure

- Accurate assessment informs future planning. AfL (Assessment for Learning) is an integral ongoing activity within all aspects of focused/independent learning within each session.
- Each child's individual Learning Journey File is updated regularly showing small steps to achievement to show progress through the P 'Levels'. This then informs PIVAT's assessment.
- Children are assessed annually using PIVAT's then challenging targets set for the following year by the class teacher in the summer term. The child's progress is monitored on a termly basis to ensure they are on track to achieve their end of year and end of Key stage target. Where required interventions are put in place to support pupils in the achievement of their target.
- All children have a Personalised Learning Plan prepared by class staff with advice from specialist professionals and parents. Where necessary a behaviour plan may also be agreed.

4. The skills of the staff - where we ensure:-

- Staff are offered support and guidance on learning, through ongoing dialogue both 1-1 and in meetings. All medium term planning is available on the server for reference by all, and agreed approaches to planning together reduces duplication.
- Staff share expertise, some staff developing expertise in particular areas thereby reducing overlap and allowing resources to be used effectively.
- Staff skills are recognised, used and developed through CPD opportunities related to identified school improvement priorities and personal development. This can take the form of individual research, in-house opportunities eg observing peers, peer mentoring, professional dialogue, cascading of information from courses attended or from LA or external providers.
- That the quality of teaching and learning are regularly monitored and evaluated, through formal Performance Management procedures (lesson observations) and more informal means (learning Walks).
- Staff are supported and encouraged to broaden their experience by working across different areas and teams in school eg School Improvement Teams (SIT), as well as developing links and working in partnership with other schools.
- Work - life balance is protected for staff through monitoring the number and duration of meetings, careful timing of events over the year and encouraging the use of ICT to reduce work load.
- That the curriculum is developed by the staff and the approach to the curriculum is agreed to make teaching interesting and fulfilling.

5. Parents - where we ensure

- We work in partnership with parents. Daily diaries are sent home to keep all informed and parents are an integral part of the review process.
- Invite parents to attend both formal and informal 'open' sessions where they can learn about and view their child's progress.
- Parents are always welcome in school. We have an open door policy and parents can call in, phone or text if they have any issues they wish to discuss.
- Parents are partners in developing Personalised Learning Programmes for children. They are encouraged to support their child's learning through collaborative target setting at the beginning of the academic year and through opportunities to participate in regular information sharing.
- That parent information and advice about their child is treated with respect and acted on appropriately.
- We regularly report on the progress and well-being of the children.

Monitoring of the Policy

We ensure:-

- Policies reflect and lead whole school practice. Subject leaders disseminate, monitor and review annually.
- There is consistency across the school
- Progress is monitored
- Staff are aware of current curriculum developments within the school and implementing agreed procedures and policy.
- Pupils enjoy learning through observation and AfL including Pupil Voice.

- *Governors are active partners in promoting teaching and learning in school and aware of policies and procedures.*
- *Parents are included in the teaching and learning process, through diaries, questionnaires, a range of information sharing meetings and newsletters.*

Policy Statement

This policy has been approved by the Governing Body and will be reviewed annually and updated in line with guidance from DFE or the LA.

Policy Agreed by:

Headteacher.....

Senior Teachers.....

Governing Body.....

Review Date..... Autumn 2014