



## Teaching and Learning

**Reviewed: September 2016**

**By: Qualities of Teaching and Learning Team**

**Agreed: Governors meeting 18<sup>th</sup> September 2016**

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# A Policy for Teaching & Learning

## **Rationale**

For good learning there must be good quality teaching and children need to be in an appropriate physical and emotional state to be challenged. This essential policy seeks to ensure that teaching and learning practice is of a consistently high standard throughout the school. We maintain that learning should be a rewarding and enjoyable experience for everyone and believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. The complete implementation of this policy by all staff is necessary to ensure a consistent approach to teaching and secure learning opportunities for all at Teynham Parochial CEP School.

## **Aims**

This policy seeks to improve the quality of teaching and ensure a consistent approach is fully implemented.

## **Monitoring**

The application of this policy is the responsibility of the whole school staff and will be monitored by the Headteacher and by senior teachers.

## **Readiness for learning**

We cannot teach effectively and children cannot learn effectively if we have not secured and optimised the children's readiness for learning.

### **A. Physical readiness**

We need to be aware that children should be well fed and adequately hydrated with both a good night sleep and rest breaks built into the school day for learning efficiency to increase.

Improved co-ordination and attention to task needs to be taught so that children understand that this helps them to learn more.

We will seek advice to help us provide for children who have medical conditions that may affect their learning, behaviour or concentration.

If a child is deemed not to be physically ready for learning then we will take measures to improve this during the school day or make arrangements for the child to be sent home.

### **B. Emotional readiness and Well-being**

We need to ensure that we provide security to the children so that they feel safe from physical/emotional threats and are encouraged to voice concerns to staff that will act on those worries.

We will teach and model examples of positive self-worth, empathy, morality and recognise that these may be affected by external factors such as bereavement, major news stories, extreme weather and teachers should adapt their approach to deal with these events.

We will model enjoyment in learning with the children and design worthwhile activities that make success more likely promoting genuine pleasure in both personal achievement and the achievement of others.

## **Teaching & Learning**

### **Underlying principles of learning**

Pupils' concentration span is their chronological age plus about 2 minutes

Children learn in different ways, some need to visualise and use spatial cues, others are logical and sequential, some rely on the language aspect of the learning to make sense for themselves.

Children learn when they know it's all right to make mistakes and can learn from such mistakes.

Children learn if their teacher has good subject knowledge and can promote demanding work.

Children learn when they are challenged by an enthusiastic teacher.

Children learn in small steps with success celebrated at every opportunity.

## **Learning**

Effective learning happens if the majority of points on the accompanying checklist are in place

1. Welcome from the teacher
2. Stimulating environment
3. Relaxed but challenging atmosphere
4. Effective beginning
5. Unusual, unexpected activity
6. More than one activity
7. Variety within activities
8. Pupils are engaged – required to do
9. Reflection and review are built in

## **Keeping attention levels high**

Break session into several parts.

Mix physical activity with more sedentary learning.

Allow breaks, take children outside for a break if you feel it can be justified in order to freshen the learning activity – you must ensure adequate supervision of pupils.

Allow/encourage children to drink water to aid brain function.

Try to keep room well ventilated and avoid extremes of temperature.

Children do not need to show their understanding knowledge and skills by writing about them, expression of learning can be through various media, writing, graphics, dance, music, speech etc. If recording is by writing then children should be grouped as for a writing activity

## **Responsive planning**

We ensure that planning is responsive to success and difficulties. There is no point in pursuing a plan if the children have not succeeded in their earlier learning.

Plans should include:-

- clear learning objectives
- activities designed to meet LO/ELGs
- subject specific language to be used
- deployment of other adults
- special resources
- indications of differentiation
- assessment details for individuals, groups or whole class
- Links to provision mapping where relevant
- evaluation notes
- Pupil self assessment

## **The Learning Environment**

Effective learning takes place in an environment which is:

- challenging and stimulating
- peaceful and calm
- organised and well resourced
- encouraging and appreciative

Displays should be current and used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media. They should be frequently changed, reflect the individual child's efforts as well as ability and can be interactive.

## **Marking**

At Teynham Parochial CEP School we recognise the importance of good quality feedback between teachers and children. Our marking is an integral part of the teaching and learning experience that we provide for our children – For more information please see marking policy.