



Teaching and Learning Policy

How do we secure Good or Outstanding in our lessons?

Aims – We want children to be:-

- Able to achieve well over time
- Self confident and build positive relationships
- Eager for new ideas with a love of learning
- Mature with an caring attitude to life
- Resilient and independent
- Developing their decision making skills
- Understanding and showing respect to their own and other communities and cultures
- Able to develop a caring atmosphere throughout our school

How will we achieve these aims

(How do we secure good/outstanding teaching?)

- Teachers to have high expectations of all pupils.
- Every lesson to have clear learning objectives, success criteria shared with the children. Children to understand “why” they are doing this learning.
- Staff, enthuse and motivate pupils to engage in their learning
- Children to be active not passive. Focus on children learning, not adults talking!
- Effective planning, linked to accurate assessment with challenging tasks.

- Clear targets helping children to understand how they improve and make the “next steps”
- Plenaries to always take place
- Effective questioning, differentiated used for assessment and to improve learning.
- Support should be well targeted enabling all children to make at least good progress
- Well targeted intervention work through provision mapping when necessary
- Children to be taught to self assess and know how to improve
- Accurate feedback given to children
- All adults working as a team to improve learning
- A creative curriculum to be in place supporting exciting learning
- ICT skills to be taught and used as an integral part of their learning
- Use made of the local environment and visits to broaden experiences
- Learning environment to be exciting, colourful, reflect children’s ideas and work. Celebrate their achievement It should be changed at least every term and preferably every half term!

What will be achieved as a result of this Good/Outstanding teaching

- All pupils will be making better progress than pupils nationally, eg. 3 APS per year is satisfactory, but 4 APS is required for “good progress” to be made and for “gaps” to be closed
- Performance will exceed floor targets at Key stage 2
- Performance will exceed national targets for KS1 including phonic checks.
- Children will be able to use reading, writing, mathematical and ICT skills across the curriculum

How will Governors support the teaching?

- By allocating resources effectively
- By monitoring the school improvement plan and challenging the school by effective questioning when necessary

- By monitoring data and understanding the strengths of the school and the challenges the school faces to maintain high standards of learning
- By interviewing for staff and only accepting high quality teachers
- By monitoring performance management and ensuring the process is linked to improving the quality of teaching
- By ensuring the building is fit for purpose
- By ensuring that safeguarding policy and practice is in place

How will parents support the teaching?

- By ensuring children attend regularly and promptly
- By attending Parents' evenings
- By ensuring children complete their homework
- By reading regularly with their children
- By supporting their children to meet their targets each term
- By helping their children to research the topics they are studying each term
- By promoting a positive attitude towards school and learning in general

Signed:

Date

