

Learning and Teaching Policy



Learning and Teaching is the fundamental purpose of education in school, in partnership with home.

This Learning and Teaching policy at Chidham School lies at the heart of all work in our school and as a church school strongly reflects our Christian ethos. It aims to recognise, acknowledge and build upon existing strengths and successes. It will provide guidance for the formulation of any other policies and schemes of work, and will be used as a framework for review.

The purpose of our policy is:

- to translate the school aims into practice
- to develop a shared understanding of the learning and teaching within Chidham School and establish a whole school approach
- to provide continuity of approach while valuing individuality, creativity, and equality of opportunity
- to facilitate the raising of standards of achievement and improve the quality of learning and teaching

We intend to use our policy as a framework:

- to communicate to the whole community; children, school staff, parents and governors the practice of our school
- to inform all other policies and provide a context when discussing other school issues
- to provide a focus for the development of good practice and act as a criteria for monitoring and evaluation
- to help to inform new teachers to the school and inform / influence new appointments

Development and Review

The structure for development and review will be based upon the following key principles to promote effective Learning and Teaching.

- Planning
- Assessment and task setting
- Teaching style and strategies
- Organisational strategies
- The classroom context (including learning outside the classroom)

Learning

To learn is to acquire knowledge, skill and understanding through experience, investigation, study, and being taught.

The quality of learning is effected by the learner's ability to access previous knowledge, understanding, experience and skills, the innate ability to learn and the individual's attitude to learning.

It is also about having the opportunity to explore, practise, master, apply, take risks, make mistakes, and to try and try again!

Evidence of learning is shown by the ability to share or use the understanding, experience or skill.

We believe that children learn best when.....

- the planned work matches their individual needs and sets the appropriate pace and challenge of new experiences related to previous learning
- their curiosity is stimulated by direct exploration and activity, through interaction with others and in an atmosphere of mutual trust and respect
- time is well managed and is used to promote effective learning
- they know why they are doing something and involved in all stages of a learning activity when appropriate e.g. planning, making, doing and evaluating
- there are clearly understood routines and procedures for all aspects of school life
- there is a supportive relationship between home and school
- they feel happy and secure, valued as individuals, and are encouraged towards a positive self esteem
- they are encouraged to become independent learners with appropriate resources for the task in hand which are easily accessible

Teaching

For effective teaching to take place teachers need to take care in the planning of lessons.

Lessons are more likely to be successful if:

- learning intentions are clear
- work is differentiated to meet the children's individual needs
- there is a secure and trusting relationship between teacher and child
- children are able to contribute
- materials / resources are appropriate and readily available
- the teacher is well prepared
- time relates to the task and teacher and child are sensitive to the best use of time
- extension tasks are planned for
- expectations are appropriately high

Teaching is most effective when:

- the interaction is sensitive
- it inspires, motivates, supports and encourages
- relationships are supportive and encouraging
- the quality of listening is high
- there is a variety of whole class, group and didactic teaching
- there are opportunities for questioning

If teachers are to provide quality learning experiences it is important that the learning environment supports this.

The classroom should:

- be visually stimulating
- ensure the arrangements support the task in hand
- encourage the children to feel a sense of responsibility
- make sure resources are accessible and appropriate
- provide furniture of the correct size
- be maintained at a comfortable temperature
- allow for sufficient working space and clear pathways

Teachers will:

- Provide challenging and stimulating programmes of study to enable all children to reach the highest standards of personal achievement.
- Recognise and be aware of the needs of each individual child – their abilities and aptitudes.
- Ensure that learning is progressive and continuous.
- Be good role models – punctual, well prepared and organised.
- Maintain an up to date knowledge of the National Curriculum.
- Have a positive attitude to change and to developing their expertise.
- Establish links with the community.
- Work collaboratively and with a commonality of practice.
- Ensure that students on teaching practice will conform to the school's policy.

As subject leaders teachers will:

- Take the lead, when appropriate, in policy development and the production of schemes of work designed to ensure progression and continuity for their subject throughout the school.
- Track their subjects and advise of any action needed.
- Share responsibility for the organisation of central resources for their subjects with the Head teacher.
- Keep up to date through reading and attending relevant courses.

Classroom support is available from volunteers and from Teaching Assistants. They will maintain confidentiality about school business and be sensitive to the classroom atmosphere. As appropriate, and at the discretion of the class teacher and the Head teacher –

- Volunteer helpers may assist in the classroom and on educational visits.
- Secondary pupils and students on work experience are accepted in school and certain standards of dress and conduct are expected.

Children should:

- Attend school regularly.
- Be punctual and ready to begin sessions on time.
- Take responsibility (as appropriate for their age) for having the necessary equipment (PE kit, recorder, reading books etc.)
- Be responsible for their behaviour and keep to the school and class agreements.
- Be polite and courteous at all times

Parents should:

- Ensure that children attend school in good health, regularly and punctually.
- Provide support for the discipline within the school and for the teacher's role.
- Make sure that their children are in full school uniform at all times and that all property is named.
- Take part in discussions concerning their child's progress and attainments.
- Make early contact with the school to discuss matters, which affect a child's happiness, progress and behaviour.
- Give due importance to homework activities, hearing reading, and assist in the learning of spellings, and other tasks set by the teacher as set out in the homework timetable for each class.
- Allow their children to take increasing responsibility as they progress throughout the school.

Policy to be reviewed on a 3 year cycle.
Next Review Summer 2018