



# Teaching and Learning Policy

## December 2021

<b>Approved By:</b>	<b>Date:</b>
<b>Next review Due by:</b>	September 2022
<b>Any signature required:</b>	



All things are possible for those who believe. (Mark 9:23)  
Learning together we grow in faith.

## **Aims**

This Learning and Teaching Policy aims to promote consistency and high standards and the achievement of the school aims. At Little Heaton we aim to provide a caring and stimulating environment which high quality teaching.

## **Effective learning**

We acknowledge that children learn in different ways and we recognise the need to develop strategies that allow all children to access the teaching taking place. This is done through:

- group work
- paired work
- individual work
- whole class work
- investigation and problem solving
- questioning
- use of ICT
- creative activities
- role play
- designing and making things
- reflecting on what is being learned
- Giving children thinking time.

We encourage children to take responsibility for their own learning to assess what they can and can't do, this is done through self and peer marking at the end of each lesson.

## **Effective teaching**

When teaching we focus on motivating the children and adding to and improving their skills and knowledge. We use plans based on the numeracy and literacy strategies and QCA schemes of work. Our plans set out the aims and objectives of the lessons and details of what is to be taught during that lesson which is differentiated to include all abilities, supported groups (either by a Teaching Assistant or the class teacher) are to be indicated on all planning. All lessons are to have an introduction, whole class teaching differentiated to include all abilities, group/paired/individual work and a plenary session.

The teacher is to provide:

- good preparation of lessons
- learning objectives shared and developed with the children
- clear expectations of what is expected of the children
- open ended questioning
- support for pupils of different abilities
- a positive and supportive atmosphere
- appropriate pace to the lesson
- lessons where children's previous learning is built upon
- opportunities to review and reflect on the learning

- thinking time before answering questions
- feedback on children's work.

Teaching is based on our knowledge of the children's level of attainment. When planning work for children with SEN (Special Educational Needs) we take into account their needs and provide resources where possible differentiating to their level to allow them to access all lessons. We have high expectations of all pupils and believe that all children should be included in all activities and their work should be to the highest possible standard.

Children are treated fairly and are given equal opportunity to take part in class activities. All teachers follow the school policy with regards to discipline and classroom management. We praise and reward children for good effort which helps to build positive attitudes towards learning and teaching.

Teaching assistants and other adult helpers are deployed in a variety of ways. This can be working with groups of children or individual children depending upon their needs.

### **Display**

Displays support the children's learning, these can be:

- Interactive
- Show success criteria
- Be relevant to current topics
- Involve word lists – vocabulary, connectives, openings, current spellings/phonics
- Number lines
- Timelines
- Clocks
- Number squares/lines
- Vocabulary to support current topics
- Science and ICT vocabulary for current topics to always be displayed
- High frequency words.
- Mind maps
- Displays of children's work
- Agreed class rules
- Objectives for that lesson
- Targets

Independence is encouraged, children should have access to easily labelled resources should as dictionaries, number lines, rulers, crayons etc.

Classrooms should be inclusive and be multi-cultural, they should show different levels of children's work.

### **Target setting**

Targets are set for every child at the start of each school year and after assessments have taken place in November, March and after SATS. Targets are set to move the children on in their learning in maths and literacy. Both the children and their parents are informed of the targets at parents' evenings or by letter if the parent does not attend. These targets are stuck into the front of the children's maths and literacy

books and have to be met 3 times for them to be achieved. Targets are ticked off and dated each time they are met, if children meet their targets before the next set of assessments new targets are then given. In the infant classrooms targets are also placed on the children's tables as a reminder.

### **Assessment for learning**

Assessment helps the teacher to inform future planning and to move the children on in their learning. AT Little Heaton we undertake assessment for learning which encourages the children to become more involved in their learning. When starting new topics children are asked what they already know about the topic and what they would like to know. Learning objectives are shared and developed with the children and links are made to previous and future learning. Success criteria for each lesson is then developed with the children so they know exactly what steps they need to complete to achieve the learning objective. At the end of each lesson children are given an opportunity to reflect on what they have learnt by peer or self-assessment, this also helps the teacher to plan future lessons effectively.

Continuation books are used in literacy once a term from Reception to Year 6 to monitor and show children's progression.

### **Role of parents**

We believe parents have a fundamental role to play in their child's learning. We work hard to inform and support parents to help improve their child's learning. Parents' evenings are held once a term where targets are discussed and advice given on how parents can help their child to meet these targets. At the end of the year a detailed report is sent home to inform parents of their child's progress throughout the school year and how they are achieving in relation to the expected levels for their year group.

Homework is given out in each year group and is given a date when it needs to be completed by. All children are expected to complete any homework that is given, if homework is not handed in on time children are expected to complete it in their own time at school such as playtime.

Parents are welcome to speak to their child's class teacher at any time throughout the school year to discuss any concerns they may have.

Parents are responsible for ensuring their child attends school regularly and arrives at school on time. Holidays during term time should be avoided as these interrupt the child's progress and they may miss important work and fall behind, parents need to ask for permission in writing from the headteacher to take their child on holiday during term time. Parents are also asked to inform the school on the first day of a child's absence.