



Benhurst Primary School Policy Statement

'Only my best is good enough for me'



Policy	Learning and Teaching
Implementation Date	September 2016
Review Date	September 2018

Rationale

We acknowledge that children learn in different ways and through a variety of experiences. We recognise the need to develop strategies that allow all our children to learn in the way that best suits them.

Learning and Teaching is central to life at Benhurst. The quality of teaching has the greatest impact on our children's learning and the standards they attain. This is, therefore, a key policy for our school and was written after consultation with teachers and children.

Aims

The aim of this policy is to provide a clear statement of the principle and practice of Learning and Teaching at Benhurst. This statement represents our agreed view of how our children learn and how we intend to encourage and support that learning. It provides a framework which enables teachers and support staff to be confident in developing their own practice and ensures that we are consistent in the way we work with our pupils.

We aim to help empower our children to:

- enjoy their learning through experiencing success and by increasing their self esteem;
- become independent, confident learners who take increasing responsibility for their own learning;
- become resilient, reflective, resourceful and reciprocal learners using restorative practice;
- feel secure and comfortable in school;
- acquire the necessary skills for learning now and in the future, by developing lively, enquiring minds and the ability to question, share ideas and work co operatively;
- recognise and develop their own personal skills to the best of their ability;
- access a rich, balanced and relevant curriculum in a variety of ways through the encouragement of creativity and self expression;
- use language and number effectively, as a foundation for learning, and to build confidence in all areas of the curriculum;
- develop an understanding of other beliefs, cultures and ways of life.

What does effective teaching look like at Benhurst?

We believe that teaching is most effective when combining the following four elements during a teaching session, as many times as necessary.

- 1) Introduction to the session - A warm up activity with the emphasis on enjoyment so children are keen to participate and want to keep learning.
- 2) Main teaching session - Learning is regularly modelled to enable children to feel confident in 'having a go'.
- 3) A range of support and core tasks that require learners to think and develop their understanding either individually or collaboratively. Where a deeper understanding and challenge is required, we will provide opportunities for mastery.
- 4) Pupils actively involved in reviewing their learning within an effective plenary/mini plenary. Pupils celebrate and share their achievement and look forward to the next step.

Throughout these stages we believe effective teaching is characterised by the following:

- challenging but achievable expectations, clear explanations and rigorous pace;
- varied and flexible teaching styles, dependent on the task and the individual needs of the learner (Visual, Auditory, Kinaesthetic);
- secure subject knowledge;
- an exciting, enthusiastic approach to learning which inspires, motivates and engages our children;
- clear focus through explicit Learning Objectives and Success Criteria, which identify what learners need to understand and be able to do in order to achieve;
- effective use of additional adults (Teaching Assistants, parent helpers, students etc) and resources made to support children's learning;
- positive behaviour management strategies used to motivate and encourage pupils to respond appropriately and create a constructive climate for learning;
- opportunities for self-evaluation and reflection built into all lessons;
- a consistent approach used, in line with whole school policies and procedures;
- a relaxed yet purposeful learning environment which include Learning Journeys and effective displays;
- learning linked to pupils' prior skills, knowledge and understanding;
- a range of question types used e.g. open questions and closed questions with pupils being actively encouraged to generate their own questions;
- information presented in short chunks, enabling pupils to maintain their concentration;
- good interaction and communication between children as well as adults and children;
- creative ideas are valued and actively encouraged;
- Every child makes progress in their learning, regardless of ability.

What does good learning look like at Benhurst?

We asked our children what qualities good learners should demonstrate; they came up with the following check-list:

A good learner is someone who:

- is kind and helps everyone
- listens and respects what others think
- doesn't call out or interrupt
- enjoys learning
- asks questions
- cooperates with others
- shares ideas
- can explain what they are thinking
- participates

- always gives their best in all they do

The Learning Environment

At Benhurst, we believe a positive learning environment sets the climate for learning and enables all children to access the curriculum. It should:

- be welcoming and inviting to children and adults by encouraging interaction and providing opportunities for good communication between home and school. It should reflect cultural and racial diversity.
- support and challenge learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning, including ICT. Also, by reminding children that they are working towards personal goals and targets in their learning.
- celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum (we recognise that Learning Journey displays will have less emphasis on high quality presentation due to the nature of their content). This raises self-esteem and confidence.
- be stimulating and thought-provoking with the use of interactive displays and resources and different zones within each classroom, which encourage children to explore, investigate and play.
- be warm, comfortable and clean with the provision of suitable, functional furniture and fittings.
- create an environment where children feel they belong and can foster a sense of pride within it.
- be safe and hazard free.
- encourage co-operative and collaborative learning and good working relationships, through the flexible use of space and the ability to adapt to whole class, group and individual learning.
- promote an appropriate atmosphere for learning supported by the school's Core Values, expectations and Behaviour Policy.
- be well organised and uncluttered, using available space to best advantage.

Effective Learning and Teaching

In order to provide good learning and teaching as a staff we will commit to:

- getting to know, value and have consistent high expectations of every pupil, irrespective of ability, race, gender, age or achievement;
- having a good understanding of the primary curriculum- the skills, concepts, knowledge and attitudes which are the goals of the learning process;
- using a suitable range of organisational strategies and teaching methods to establish a positive learning environment;
- maintaining good discipline based on mutual respect, in line with our School Aims using the School Curriculum Plan to guide our teaching which details what is to be taught in each year group;
- ensuring our daily planning:
 - follows the agreed school format;
 - is shared with the Teaching Assistants linked to each class;
 - includes information about tasks to be set, resources needed, the way children will be grouped;
 - is evaluated to inform future planning.
- having clear Learning Objectives and Success Criteria which are shared with and understood by the children. Where possible, Success Criteria should be generated with the children.
- using a range of organisational strategies and teaching methods to suit different learning styles e.g. visual, auditory and kinaesthetic (VAK);
- organising human and physical resources effectively; making sure that the activities we provide for the children extend their knowledge, skills and understanding;
- being reflective, reviewing the effectiveness of our teaching and monitor all children's progress.

The Role of our Governors

Our governors determine, support, monitor and review the school policies on Learning and Teaching. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure the school buildings and premises are best used to support successful Learning and Teaching;
- monitor how effective learning and teaching strategies are in terms of raising pupil attainment;
- ensure staff development and performance management policies promote high quality teaching;
- monitor the effectiveness of the school's Learning and Teaching Policy through the school self-review processes, including information from the Head teacher, SLT, subject leaders, and external advisers, as well as a review of the in-service training attended by staff.

The Role of our Parents

We believe that parents have the responsibility to support their children and the school in implementing school policies.

We would like parents to:

- have a positive attitude towards school and learning, supporting and working with school;
- make sure that their child has the best attendance record possible;
- make sure that their child is equipped for school e.g. correct uniform, P.E. kit;
- inform the school if there are matters outside of school that are likely to affect a child's learning or behaviour at school;
- attend meetings specifically about their child e.g. parents' evenings, annual reviews;
- support the school's expectations with regard to behaviour and attitude.

Monitoring and Evaluation

The aims and objectives outlined in this policy are evident in the day-to-day working of the school. This will be monitored through:

- Lesson Visits;
- Learning Conversations:
- the progress of the School Improvement Plan;
- external inspection e.g. Local Authority, OfSTED;
- School Improvement Partner support;
- Data (attainment and progress);
- communication with children, parents and the rest of the school community;
- staff professional reviews in line with the Performance Management policy.

This policy will be reviewed annually to take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.