

A decorative graphic on the right side of the page. It features three blue circles of varying sizes. Two thin blue lines originate from the top left and extend diagonally towards the circles. A third thin blue line originates from the top right and extends diagonally towards the bottom right circle. The circles are semi-transparent, allowing the background to show through.

# **Whartons Primary School Teaching & Learning Policy**

**Date of Policy:**     **January 2017**

**Member(s) of staff  
Responsible:**     **Julia Dickson**

**Review Date:**     **January 2019**

## **Rationale**

- This whole school policy has been created to reflect the philosophy at The Whartons Primary School to teaching and learning. All staff have created it as a document to underpin daily activities.
- We recognise as a school that we are responsible, through our approach to teaching and learning, for the fostering and developing of children's independent learning and thinking skills. These skills being sustainable, lifelong learning skills.

## **How Children Learn**

We recognise that teachers need to be aware of how children learn and respond with a positive approach. We expect children to be actively involved in their learning and agree that children learn:

- when they feel valued and secure in their environment regardless of their race, creed or gender
- when they feel able to contribute without fear of rejection or negative responses
- when they are unafraid of making mistakes and in fact turn them into learning opportunities
- from a wide range of first hand experiences
- from practical, lively, interactive or experimental activities
- through interest and motivation
- through a flexibility of approach which allows for differentiation of work both by task and outcome.
- through practice, self assessment and self-evaluation
- in a variety of settings - whole class, individual, group, teacher/pupil, pupil/pupil etc.
- from positive responses and re-enforcement
- when they feel encouraged, praised, rewarded and have a high self esteem
- when they have clear boundaries and expectations
- when they know established classroom routines
- when they are able to apply sustained concentration
- through interaction on a variety of levels - peer, adult, teacher etc.
- by example - whether pupil or teacher.
- through good pupil/teacher/parent relationships and communication
- through relevant and engaging homework that acknowledges that learning is a continuous process in and out of school
- through after school activities.

## **Teaching Styles**

We aim to cover all National Curriculum requirements through whole school planning, ensuring continuity and progression through thematic or discrete subject teaching.

We recognise that teachers need to adopt a variety of teaching styles to take into account how children learn, their age and the task in hand.

We value the following teaching styles:

- teaching that allows flexibility as a result of children's individual learning processes
- children taught in a variety of methods, including whole class, in smaller groups or pairs of various compositions and individually
- a manageable number of groups and learning objectives to appropriately raise standards and challenge
- experimental, didactic and cascade learning dependent on the task in hand
- positive, energetic, enthusiastic environments and delivery with the appropriate amount of pace
- a variety of voice tones and atmospheres within lessons
- integrated activities that take into account all children's learning needs
- carefully planned use of resources both material and human
- consistent and high expectations of behaviour and work which reflect whole school behaviour

- strategies such as the use of House Points, the Golden Rules and Golden Time
- teaching which responds to children's current attainment
- the promotion of independent, enquiry based learning and pupil ownership of their learning
- demonstration and modelling
- investigation and questioning, using 'Blooms Taxonomy' and 'Philosophy for Children', to reinforce the use of good questioning with children
- teaching which carefully considers what we want children to learn and how best this is then taught
- carefully planned teacher's time which instructs, questions, explains, listens and assesses
- teaching that caters for additional support and intervention with those children identified within pupil progress meetings as being off target
- teaching that, through effective restorative practice and rigorous learning techniques, demonstrates respect and co-operation between teacher and pupil to maximise learning
- teaching that is reflective
- teaching that builds upon previous knowledge and understanding and uses children's interests to steer the direction of learning throughout a topic
- teaching that makes learning relevant to everyday lives and encompasses our whole school 'drivers' of well-being, diversity, enterprise and environment
- teaching that makes learning goals clear to the pupils and enables them to recognise and understand next steps needed on their learning journey through the use of success criteria, target time and effective marking.

### **Teaching Environment**

We recognise that the teaching environment (classroom, support rooms, resource bays, hall, library, corridors and school grounds etc.) has an important part to play in children's academic and social development and therefore aim to ensure that:

- it fosters positive attitudes
- it provides security
- it has a progressive atmosphere
- it is stimulating, attractive, interesting and interactive
- it is valued, owned and functional for all
- it promotes regular routine and organisation
- it encourages independent learning
- it is cared for by all and everyone understands it is everyone's responsibility
- it encourages and supports expected behaviour
- resources are well organised, maintained and accessible
- displays value children's work and achievements
- displays promote further learning and consideration.

### **Communication**

We recognise that communication on a variety of levels can foster both good teaching and learning. We therefore value:

1. Communication between teachers/colleagues/advisers to.....
  - share good practice
  - create and maintain good central resource banks
  - establish agreed procedures for areas such as assessment
  - raise awareness of targets in literacy and numeracy
  - inform each other of new initiatives
2. Communication between teachers and pupils to
  - discuss targets and give ownership of their learning
  - provide frequent and relevant feedback, whether in the verbal or written form

- praise and celebrate achievements
  - foster positive attitudes and understanding
  - reinforce boundaries and expectations
3. Communication between pupils to
- promote social skills
  - provide peer support, discussion and evaluation
  - promote enquiry based learning
4. Communication between teachers and parents to
- give frequent and relevant feedback through formal and informal opportunities such as parent's evenings, annual reports, curriculum newsletters, home/school journals, SEN goals and day-to-day discussions etc.
  - raise awareness of pupil targets, achievements and needs
5. Communication with the wider community to
- foster an understanding of what The Whartons stands for
  - contribute to activities within the community such as concerts and celebrations
  - raise the profile of the school within the local area

Philosophies within this policy relate to many other policies for The Whartons Primary School. It has been created and agreed by all staff and will be reviewed regularly as new members of staff join the school.

*Reviewed: January 2017*

*Review Date: January 2019*