

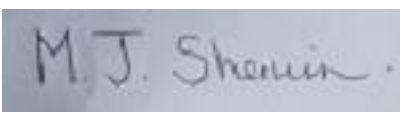


Teaching and Learning Policy

Signed 

Principal

Date: 27th January 2022

Signed 

Chair of Committee

Date: 27th January 2022

Reviewed: January 2022

Next Review: July 2023

Introduction

At Daresbury, we expect all our children to follow the Daresbury values and behaviours, which mirror those of our Multi Academy Trust

We foster a school community where effective communication, inclusion and nurturing is at the forefront of all we do.

We make Reading a priority and work hard to instil a love of books and reading with the children.

We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching, we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- Help children grow into reliable, independent and positive citizens.

Effective Learning

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning and develop resilience, and know that they will succeed (because they know the challenge will have been set at the right level).

All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:

1. **Activate prior knowledge** - Make connections with previous learning eg Recap five, quizzes. Remembering it is not just from last lesson but the week or time before, making links with previous units of learning. BIG focus on reading during the recap, retrieval skills. Ideas for AFL (Assessment for Learning): – Verbal questions, short-answer quizzes multiple-choice questions.
2. **Explicit instruction** – Learning Objective should be simple, context free & written in child friendly language. Based on the learning or the skill NOT the activity. Put on display, shared with the pupils – discussed, and explained, referred back to during the lesson and reviewed at the end of the lesson. Teachers should always consider what are the children going to learn and break this up into smaller chunks if needed, could some children have pre-learning tasks to support them e.g. recorded on SEESAW or working with a TA? The learning should be broken up into smaller chunks for SEND; using clear and unambiguous language and examples, and any unnecessary distractions taken away. Overall, the teacher should consider what is their teacher script? What knowledge are they imparting? They should give an overview of the key learning and use visuals where possible-this is their success criteria.
3. **Modelling of learning**- Made fun and engaging. Any of the learning the children have to do should be modelled for them. Children can come and model too. The models should be left up on display to independently, support all pupils. Support and challenge should be built into in modelling too. Opportunities for the children to ask questions during the modelling should be built in and encouraged. Any misconceptions should be addressed and modelled too –teachers should make a mistake and model what to do.
4. **Memorisation of learning** – The children's understanding should be tested through questioning and discussion before the children complete the activity set. Talk partners, white boards etc should be used to show what they know/don't know; and can support teaching further. The learning objective and success criteria should be revisited.
5. **Guided practice** -whole class/groups. If there is an opportunity for this, children need to be prepared to work in partners, groups or as a whole class. Classes should have in place set rules or guidelines to support them when working together based on talking, listening, fair distribution of workload, have defined roles e.g. Round Robin, and think about the size and abilities of the group. The teacher, should be facilitating and questioning while the children are working in groups; assessing their learning.

6. **Independent practice** –Pupils should be clear of the expectations- what they have to do and how to do it. Modelled examples should be readily available and a displayed success criteria that the children refer to through -out the practice. Scaffolds for SEND/LA learners and plans for challenge should be in place. Opportunities to stop and share successes and mistakes should be taken.
7. **Structured reflection** – Review of learning. What the pupils have learnt should be reviewed –referring back to the Learning Objective & Success Criteria. What can they do now? Who needs extra challenge / support? What has helped them with their learning? This learning could be applied to a new problem or to introduce next steps in learning

Effective Teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement.

We use the school curriculum plans to guide our teaching. These set out the aims, objectives and values of the school and details what is to be taught to each year group.

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children.

We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Additional SEN Support Plans or Education, Health and Care Plans. Teachers modify teaching and learning as appropriate for children with disabilities.

We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

We set academic targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of the academic year and set revised targets.

We plan our lessons with clear learning objectives and we take these objectives from the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly,

and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to discipline and classroom management.

We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children may make poor choices about their behaviour, we follow the guidelines for sanctions as outlined in our school behaviour policy. We try to ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place.

We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment. Our classrooms are practical learning environments. Displays reflect the units studied by the children, with models of what a good one looks like, examples of work, objectives, key vocabulary and sticky knowledge. We ensure that we display children's work from all class in the school's corridors to show case our 'best work and talents'.

All classrooms have a range of both fiction, non-fiction books and poetry books.

We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

The Role of Governors

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

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- seek to ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject

leaders and the annual head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

The Role of Parents and Carers

We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching English, Maths and health education;
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

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

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the home/school agreement.

Monitoring and Review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Next review will be in July 2023