

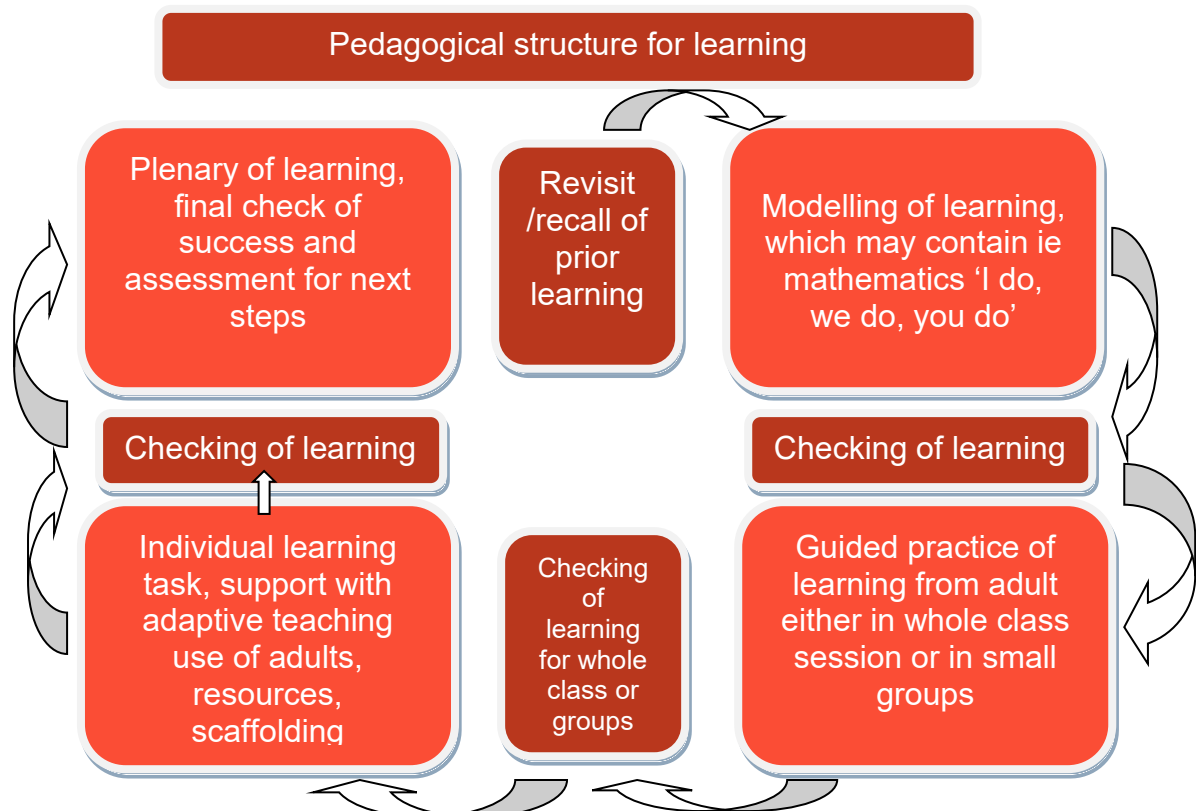
**“Show me your way, Lord teach me your paths.” Psalms (25.4)**

## **LEARNING AND TEACHING POLICY**

### **Agreed Principle**

**We all learn best when the learning environment is attractive, stimulating and positive; where there is a love and enthusiasm for learning; and where it is easily accessible through clear organisation, quality learning materials and experiences through the quality first teaching expected by all teaching staff.**

**We believe there is a clear pedagogy around the teaching of subjects which consists of the following:**



### **There will be evidence in the learning environment of:**

- ◆ All resources clearly labelled and accessible to pupils to promote independence.
- ◆ Up-to-date resources that are well maintained.
- ◆ Valuing and celebrating of pupils' work through meaningful and appropriate displays.
- ◆ A range of interactive activities and social interaction through play in Key Stage 1.
- ◆ Use of computing is evident to promote and enhance learning.
- ◆ Targets and marking strategies are displayed along with ground rules and self-assessment questions.
- ◆ WALT and WILF are displayed to draw attention to learning to be carried out.
- ◆ Effective use of Learning Walls to engage the pupils in their learning and provide a resource which is helpful.
- ◆ Use of resources and manipulatives to enable pupils to learn from concrete materials.

- ◆ High expectations should be promoted at all times by staff and parents.
- ◆ An experience of different cultures and faiths within the school and wider community.
- ◆ Good home/school links and communication.

### **Teachers will make sure that:**

- ◆ There is an ethos of a learning culture within the classroom where all members of the class community are confident learners.
- ◆ The classroom is a stimulating and challenging environment in which to encourage full and active learning to take place; this should include the outdoor learning environment.
- ◆ Planning reflects the needs of the pupils as individuals, groups and cohorts.
- ◆ Planning needs to reflect the different styles of learning through the activities and teaching methods, i.e. visual, auditory, kinaesthetic and cognitive.
- ◆ Pupils are given the bigger picture for the learning to take place for each subject area.
- ◆ Learning intentions and success criteria are displayed at the start of each lesson.
- ◆ Pupils are taught using different learning styles and with different learning resources.
- ◆ Pupils are provided with learning mats and aids as well as manipulatives and resources to aid their understanding of concepts.
- ◆ Pupils are given opportunities to discuss and respond to questions and aspects of their learning.
- ◆ Pupils are provided with learning that enables them to achieve targets given.
- ◆ Pupils with special needs at both ends of the spectrum should have learning activities planned that provide reinforcement, challenge and support at their own level. These should be linked to Pupil Passports that are in place.
- ◆ Pupils are provided with quality feedback and marking, which indicates positive aspects of learning completed as well as next steps to improve learning.
- ◆ Pupils are provided with opportunities for self-assessment and evaluation along with time for reflection and improvement.
- ◆ Pupils are given opportunities to use computing in all aspects of the curriculum to enhance their learning.
- ◆ Pupils are aware of the standards of attainment they should be aiming to achieve.
- ◆ Areas are clearly defined and labelled within classrooms to aid pupils' learning and develop their independence.
- ◆ Displays are changed regularly to reflect the current learning foci and have an interactive element.
- ◆ Classrooms are kept tidy and pupils are encouraged to care for their environment.
- ◆ Working areas are well organised and easily maintained and maximise space to work.
- ◆ All equipment is well organised and accessible for the pupils.
- ◆ All work is valued as are objects relevant to the topic brought in from home.
- ◆ Learning is developed beyond the classroom with visits and residential trips.
- ◆ Home learning projects are used to further develop learning through the creative curriculum.

### **Pupils should be:**

- ◆ In the correct frame of mind for learning to be effective.
- ◆ Active in developing and take responsibility for parts of their own learning.
- ◆ Active in participating in the various tasks, activities and opportunities offered to them.

### **Implications for the whole school will be:**

- ◆ To promote a pride in the learning culture in all staff and pupils.
- ◆ An increasingly reflective attitude towards learning and teaching.
- ◆ The pupils know and understand what is expected of them.
- ◆ To constantly reflect and aim to improve.
- ◆ To provide consistency and continuity for pupils throughout the school.
- ◆ Increased co-operation between staff that will support each other.
- ◆ To ensure correct and appropriate deployment of human and physical resources to maximise the learning that takes place.
- ◆ Maintaining a happy, lively and stimulating environment for learning.
- ◆ High standards of display will be maintained that demonstrate the high quality of the learning taking place.
- ◆ Use of computing hardware and software to enhance learning throughout the curriculum to further develop attainment.
- ◆ The purchase of relevant new resources to be used effectively in delivering the learning curriculum.

## **The role of Parents and Governors:**

### **Parents:**

- ◆ Promote a positive attitude towards school and learning.
- ◆ Assist and support in the child's home learning through regular reading, projects and general homework activities.
- ◆ Ensure that their child has the best attendance record possible, keeping their child fit, healthy and has had enough sleep.
- ◆ Ensuring their child is equipped and ready for school each day.
- ◆ Inform school of any external factors that may affect their learning.
- ◆ Fulfil the requirement of the Home/School agreement.
- ◆ Attend the Parent Discussion Evenings and respond to the annual report.

### **Governors:**

- ◆ Monitor how effective learning and teaching strategies employed by the staff in raising pupils' attainment and aiding their progress.
- ◆ Ensure staff development and Appraisal policies and strategies promote good quality learning and teaching for both staff and pupils.
- ◆ Monitor the effectiveness of the school's policies and Schemes of Work in all aspects of the curriculum through the self-review processes. These include reports from staff to Governors.
- ◆ Support and ensure the deployment of staff and resources to maintain the effective learning that takes place.

Policy reviewed January 2025  
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