

Learning and Teaching Policy

Introduction

All teaching and subsequent learning have their foundations in the school aims. Pupil learning is at the core purpose of the school. The most important direct influence on how well pupils make progress is the quality of teaching that they receive. This policy aims to state the core values about learning that are shared by both adults and children across the school.

Our school aims are the foundation for quality development in all aspects of learning and teaching. At Clyst Heath we endeavour to create a happy, fun, secure, caring, interactive and stimulating learning environment where all children will receive an education of the highest quality which enables them to develop their talents and realise their full potential through a trust and partnership of staff, parents, governors and links with the local community.

* *Inclusive*

A school that considers the child first and is founded on shared responsibility and community involvement

* *Progressive*

A school that promotes a love of learning, sets high standards and encourages each individual to achieve their full potential

* *Representative*

A school that promotes diversity and respects the needs of the individual

* *Positive*

A school that recognises and celebrates success

* *Supportive*

A school where learning takes place in a safe, secure, stimulating and happy environment

What does Learning look like in our School?

The quality of learning and teaching that takes place in our school is of the highest priority.

As a whole school staff, we have drawn upon the research of the experts, combined it with our own unique knowledge and experiences, and produced a Learning Charter which is specific to our school.

At Clyst Heath we believe that learning is fun!

In addition we believe that children are likely to learn successfully if:

- Learning is broken down into manageable chunks and extends knowledge, skills and understanding
- It builds upon what children already know
- It is contextually relevant
- Opportunities are given to celebrate achievements
- It incorporates a variety of learning activities
- Rigour and challenge is provided
- High levels of self esteem are promoted
- They feel safe and supported
- They work in a stimulating environment
- There are high levels of motivation, interest and reflection
- They understand how to take responsibility for their own learning
- Basic needs are being met
- The learning has a sense of purpose
- All pupils are treated equally no matter what their individual need

In respect of children's learning at Clyst Heath we will always:

- Give children opportunities to apply what they already know in order to learn something new
- Give children a range of learning experiences to meet a variety of different needs
- Encourage children to reflect, demonstrate, consolidate and celebrate their learning
- Provide a safe environment where there is a good deal of praise and encouragement and where high levels of self esteem are promoted
- Involve children in the learning process
- Motivate the children by providing rigour and challenge
- Assist children to develop lively and enquiring minds
- Make the learning fun
- Encourage children to make a commitment to their own learning

At Clyst Heath we want children to take responsibility for their own learning by:

- Promoting levels of independence
- Providing a supportive learning environment
- Providing opportunities for children to talk about their learning
- Sharing explicit learning objectives
- Supporting children to identify the next steps in their learning
- Providing time for reflection, practice and consolidation
- Encouraging children to ask higher order questions to deepen their own learning
- Providing opportunities for children to make appropriate choices regarding their learning
- Encouraging children to extend learning beyond the school

Our Curriculum

At Clyst Heath Nursery and Community Primary School, we have developed an exciting and innovative learning programme. The National Curriculum and Foundation Stage are taught through six areas:

- Personal, Social and Emotional
- Communication, Language and Literacy
- Creative
- Physical
- Knowledge and Understanding of the World
- Mathematical

Each of these areas is underpinned by key skills and together they provide the scaffolding that ensures high quality learning experiences for individuals within our school. Each year group follows a themed Rolling Programme over a three year cycle in KS1 and four year cycle in KS2.

The staff at Clyst Heath believes that the curriculum should be relevant, fun and exciting for all learners. We know that children learn best when they are actively engaged with activities which are practical and take into account the different ways in which children learn and their individual strengths, talents and ways of thinking.

The learning is presented through half termly themes which are designed to be pertinent to the needs of the children living in the Clyst Heath area, to inform them of their local community and their place within it.

The themes have been selected to:

- Meet the needs of the children
- Cover the legal requirements of the National Curriculum
- Inspire and excite the children to promote independent learning

Work will be provided to support, stretch and challenge individual children. We believe that this gives us opportunities for flexibility and more individualised learning programmes.

Through this design for learning, we aim to teach the children how to grow into positive, responsible and successful adults whilst developing knowledge and skills in order that they may achieve their full potential.

Effective teaching is a conscious and reflective process and will lead to good quality learning. Good practice at Clyst Heath is evidenced and shows:

- Individual pupils who acquire skills, knowledge and understanding progressively and at an appropriate pace
- Lessons which have clear objectives which are explicitly shared with pupils and have agreed outcomes
- Pupils are challenged and inspired
- High expectations are recognised and understood by all supported by frequent praise and feedback
- Pupils engage in a variety of relevant tasks and activities where questioning is used to extend and consolidate pupil learning

Roles and Responsibilities linked to Learning and Teaching in our school

Each member of staff is accountable for their contribution to their designated Learning Team and will work collaboratively to prioritise, make decisions and judgements as part of that Team. Each Team will produce their own agenda's linked to identified priorities and they will be responsible for monitoring and evaluating maintenance and developments.

All members of the Learning Team will contribute by:

- Trialling appropriate ideas from conferences and/or personal reading ready to present to all staff
- Overseeing the quality of resources with the accompanying budget
- Use qualitative and quantitative data to ascertain standards, for example book sampling, talking to children and observing in classrooms in order that ways forward are identified, including a focus on Formative Assessment
- Use data from action research where applicable
- Preparing bids for subject maintenance and development across the school and identifying specific priorities for teaching and learning
- Presentation of final review of Action plans in the Summer term
- Monitoring and improving standards in partnership with the governors
- Look at ways in which the School Learning Environment contributes to the raising of standards
- Identify how ICT can enrich and consolidate and model this for others
- Identify the needs of SEN children, track their progress and ensure that their needs are being met
- Know how to raise standards
- Being responsible for deepening own subject knowledge
- Disseminating subject information and knowledge
- Attending conferences, keeping up to date with subject development and keeping records of all implications relevant to whole school improvement, ready to feed into the School Development Plan

Criteria for quality in the Learning Environment

The Learning Environment has a significant influence on children's learning. It gives children clear messages about how we value them and how we value learning.

Displays

These should:

- Be informative, varied, attractive and colourful
- Reflect and support the learning within the classroom
- Be a stimulus and reflect a wide range of teaching and learning across all areas of the curriculum
- Be of an interactive nature
- Model good quality questioning to consolidate, extend and deepen understanding
- Have a clear and shared purpose
- Have a title and be clearly labelled using key vocabulary
- Be relevant
- Use good quality paper mounts and materials
- Include artefacts where possible

Storage

Resources must be:

- Clearly labelled, pictorial or written
- Accessible to all
- Neatly stored
- Appropriately chosen
- Of good quality and have variety
- Matched to learning opportunities
- Tidy and attractive

The Classroom

- Organisation of the room should be flexible and adaptable for a range of activities
- There should be good storage and organisation of children's work
- Scaffolds and prompts for learning should be displayed throughout the classroom
- Role play should figure in all classrooms
- Book displays should be of good quality, show variety and are regularly changed
- General equipment should be kept in good order
- All classes should have reward systems on display
- Ensure that children know their roles and responsibilities for contributing and looking after their learning environment
- Learning Walls for Maths and Literacy must be in all classrooms in order to provide a scaffold and support
- All classrooms must have key vocabulary displayed linked to current learning
- All displays should be kept in good condition and renewed regularly to reflect current learning
- All classrooms must show general tidiness and a lack of general clutter

Monitoring and Evaluation of this Policy

This is the responsibility of the Senior Leadership Team and the School Governors with contributions from the whole School Learning Community

To be reviewed annually