



Teaching and Learning Policy

Governors' Committee Responsible: Teaching and Learning Committee

Policy Originator: Senior Leadership Team

Next review Date: Spring 2018

Aims of policy

- To define our shared understanding of what good learning and teaching look like at Wray Common School
- To promote continuity of practice and ensure a shared entitlement for all children to high quality teaching and learning
- To provide direction and guidance for temporary staff and those new to the school
- To provide a clarity of expectation across the school

At Wray Common we understand learning to be

- ❖ A continuous process
- ❖ The progressive acquisition of skills and knowledge
- ❖ The development of understanding of self and others
- ❖ The capacity to continue to grow and develop
- ❖ The application of existing knowledge to new situations
- ❖ Having fun
- ❖ An active process
- ❖ Making sense of experience and adapting to change
- ❖ Reflecting and evaluating

We understand teaching to be ...

- ❖ Discussing and questioning
- ❖ Reinforcing and extending
- ❖ Clarifying and evaluating
- ❖ Creating opportunities
- ❖ Explaining and demonstrating
- ❖ Intervening and engaging
- ❖ Responding and interacting
- ❖ Modelling and illustrating
- ❖ Celebrating and affirming
- ❖ Inspiring
- ❖ A learning process in itself

Our commitment is to grow learners who CAPTURE learning:

- ❖ **Collaborate:** learn together and work towards a goal
- ❖ **Ask:** engage with learning and are curious to find out more
- ❖ **Persevere:** are determined, do not give up easily and are able to cope with setbacks.
- ❖ **Think:** employ a variety of thinking skills
- ❖ **Use:** apply their knowledge and skills to learning across the curriculum
- ❖ **Reflect:** evaluate, self-assess and improve through identifying their next steps
- ❖ **Explore:** independently pursue learning opportunities both in and out of the classroom

At Wray Common we believe children learn best when:

- They understand the purpose of their learning
- They are happy, secure and confident
- Their senses are engaged
- The range of learning styles are taken into account
- The curriculum offered is motivating and stimulating
- A range of teaching strategies are used appropriately
- There is regular assessment for learning, where children and teachers are clear about the next steps
- They are responsible for their learning and contribute to the learning of others
- Learning activities are well planned
- They are given time to think
- Time is given for reinforcement and consolidation
- Their environment is conducive to learning
- We are all clear about what good learning looks like.

Each class teacher will review both the school expectations and revisit pupil's responsibilities as outlined in this policy at the start of each term.

We will promote a learning ethos by:

- Developing a collaborative learning culture through, for example, the use of response partners and flexible group work
- Promoting a growth mindset and a 'have a go' culture that sees mistakes as an essential part of the learning process
- Encouraging the development of learning styles through displays, task design and discussion
- Explicitly teaching children about the characteristics of good learners (CAPTURE)
- Ensuring children are clear about group and individual targets
- Promoting a learning dialogue in every classroom by using the language of learning and modelling the learning process
- Sharing the learning question and agreeing success criteria with children during a lesson
- Teaching children to reflect and self-evaluate their own learning and to recognise success
- Ensuring feedback given gives clear guidance on how to improve
- Developing the use of the plenary to promote children's reflection on the learning process as well as content
- Using a variety of questions to challenge children's thinking and to help them make meaningful links across areas of their learning

Our learning environment

At Wray Common all classrooms will be organised to:

- Promote independence
- Encourage children to make an appropriate choice of resources and to treat them with respect
- Foster a 'can do' culture

We will do this by:

- Providing well organised classrooms with clearly labelled, accessible resources
- Establishing clear routines for learning, training children to care for equipment and encouraging a shared sense of ownership and responsibility

- Ensuring that classrooms and outdoor areas are safe, inviting, tidy and organised to reflect the needs of our children
- Using display to celebrate achievement and effort, promote learning through an interactive approach, and demonstrate learning through illustrating the learning journey being undertaken.

Key features of effective planning

At Wray Common our planning will contain the following elements:

- Have clear *learning questions* that foster curiosity as well as ensuring that children are clear about what they will know, understand and be able to do
- Identify precise *Success Criteria* against which staff and children can assess progress
- Identify teacher and child assessment opportunities to enable a precise picture of children's current level of performance to inform our next steps
- Show clear differentiation through the provision of tasks and learning opportunities which are appropriate to the age and prior learning of our children and reflect a range of learning styles
- Make clear the key resources required
- Show how ICT is used as a key tool in enhancing learning
- Show the role of different adults in the classroom ensuring that the majority of their time is spent on focused teaching or assessment
- Show evidence of ongoing evaluation informing future planning for learning

Equality of opportunity

At Wray Common we are determined to ensure that every child has equal opportunities to access the curriculum. This is achieved through careful planning; focused assessment of individual children's needs and detailed tracking of progress in core subjects. This includes the monitoring of the relative performance of varying groups across the school. (See Assessment Policy)

Religious Education

RE is taught following the Primary Agreed Syllabus for Surrey 2012-2017 and Surrey SACRE's guide to collective worship

Roles and responsibilities

This policy outlines the respective roles and responsibilities of different members of our school community in the teaching and learning process.

Teachers

- Are responsible for the learning and welfare of children in their class and share a collective responsibility for all our children's learning
- Will report regularly to parents on their children's progress and actively support our parent partnership

Teachers and HLTAs

- Will demonstrate a commitment to the school's learning ethos and will actively promote all opportunities for learning
- Will be proactive in their own professional development

Senior Leadership Team including the SBM where appropriate

- Will provide learning centred leadership
- Will support staff to enable them to carry out their roles effectively and ensure an appropriate work/life balance

- Will actively support the professional development of all colleagues

Pastoral HLTA

- Will support class teachers to meet the welfare and wellbeing needs of our most vulnerable children

Teaching Assistants and Nursery Nurses

- Will assist the learning of all children under the direction of the class teacher
- Will share co-responsibility for the creation and maintenance of an effective and safe learning environment
- Along with teachers, will demonstrate a commitment to the learning ethos of the school and actively promote opportunities for children's learning

Non class-based staff

- MDS will ensure our children are safe and return to afternoon lessons ready to learn
- Office staff, will take responsibility for the smooth running of day to day administration, freeing teachers and TAs to focus on children's learning
- Premises staff will ensure a safe, clean and well maintained learning environment both indoors and out.
- Technical support staff will ensure resources are available and utilised effectively to further enhance the learning of our children

Governors

- Will provide support and encouragement to maintain our focus on further developing our learning community
- Will hold our school accountable for the quality of learning and standards of attainment achieved.

Parents

- Will ensure children attend regularly, on time and are ready to learn
- Will support the work of the school including supporting children's learning at home
- When available, will enhance learning opportunities further by supporting the work of staff in the classroom

Children

- Will respect the rights of others to learn and their teachers to teach
- Will try hard and aim to do their best
- Will take increasing responsibility for their own learning (under the guidance of staff) as they move up through the school
- Actively contribute to the classroom learning community

Monitoring arrangements

The implementation of this policy will be monitored by the Head teacher and Senior Leadership Team on a termly basis as part of our self evaluation schedule.

Last reviewed:	July 2016
Last revised & approved by:	T & L Committee
Next review:	Spring Term 2018