



## LEARNING AND TEACHING POLICY

In our Federation schools it is our aim for all our children to feel safe and happy and to aim high and achieve well.

### Core Learning & Teaching Aims

- To achieve high quality learning through high quality teaching within a stimulating and well ordered environment
- To set a level of challenge tailored to the capacity of each student so that s/he is stretched to achieve full potential.
- To provide opportunities for learners to discover and pursue their own interests and ideas.
- To ensure that all students receive high quality pastoral care through which their welfare and academic progress are monitored and supported.
- To foster a school ethos where respect for others, learning and the environment are paramount and where praise, recognition and encouragement are central to our philosophy and practice.
- To seek to include all members of the community in lifelong learning and partnership in shaping the direction of The Bridges Federation.

This policy aims to:

- 1) Raise achievement, support the schools improvement and staff development.
- 2) Clarify, create and maintain a common approach to effective learning and teaching within a positive learning environment.
- 3) Provide a foundation for much of the schools' work in establishing consistency, continuity/progression and high expectations.
- 4) Be an instrument for the Federation 's self evaluation.

### Objectives

This policy will help children and staff to:

- 1) Recognise and apply the features of the 'very good' lesson.
- 2) Improve the learning environment.
- 3) Apply the principles underlying 'how children learn most effectively' in lesson Planning.
- 4) Understand/play their role in monitoring the quality of learning and teaching.

### What makes a very good lesson?

Lessons at the Federation schools should demonstrate the following characteristics:

- 1) Learning objectives and outcomes of the lesson are clear (WALT & WILF) and are understood by children and adults.
- 2) The three part lesson structure is used (starter / main activities / plenary).
- 3) Resources are well prepared, in good condition, and used appropriately.
- 4) Different learning styles (visual, auditory and kinaesthetic) are all planned for, resulting in high levels of engagement.
- 5) Expectations are high for behaviour and quality / presentation of work.
- 6) The children are given opportunities to develop as independent learners and make decisions and choices for themselves.
- 7) Continuous assessment for learning makes the lesson flexible and responsive to the children's' learning needs.
- 8) Differentiation throughout the lesson challenges all children (including SEN/More Able) and encourages creativity and reflection.
- 9) A positive classroom climate is created through genuinely constructive praise, assessment feedback & rewards.
- 10) The teacher's subject knowledge is extensive to allow him/her to pick up any misconceptions and answer any child's question.
- 11) TA involvement is well planned to allow them to support, reinforce and extend the lesson.



12) Cross curricular themes are developed explicitly where appropriate through the Creative Learning Journey.

13) Literacy, Numeracy, ICT and PSHE are developed explicitly where appropriate.

14) Home learning is integrated into the lesson plan to consolidate or extend learning

The generic lesson planning proforma will be used to guide this process (see appendix A for a copy)

## 2. Effective learning environments.

At the Federation schools, classrooms and other learning environments should demonstrate the following characteristics:

1) Well maintained & stimulating displays, including children's work, that reinforce learning across the curriculum area(s) - They are regularly changed.

2) Resources are organised, respected, relevant and accessible.

3) Classroom and furniture layout promotes learning and health & safety.

4) Rules, rewards and learning objectives/outcomes are clearly displayed.

5) The environment is welcoming and shows that adults and children respect each other.

6) The environment is clean and tidy.

## Effective learning.

In planning for effective learning and teaching at the Wiggshall Schools, colleagues should apply the following basic principles about how children learn.

Children learn most effectively when:

- the purpose of the learning is clear,
- goals and targets for the learning are agreed,
- they are involved in the planning and management of their learning,
- they realise that there is something worth investing effort in,
- the learning maintains an element of challenge,
- the learning is surprising and spontaneous.

In planning the learning targets, tasks & activities will be carefully selected to take account of individual needs.

In this respect, it is important for the Federation schools' children that:

- schemes of work (Learning Journeys) are designed for all students, catering for differing abilities.
- relevant skills are integrated in the Learning Journeys.
- activities and tasks are planned to allow students to progress at an appropriate pace.
- individual targets are based on student assessment and prior learning.
- individualised educational plans (IEPs & PSPs) are used in planning appropriate learning experiences.

We also believe that children need to develop the following personal skills to enhance learning:

- listening skills,
- use of time,
- use of the school environment,
- use of books and presentation skills,
- personal organisational skills,
- use of equipment,
- research skills,
- as well as these key learning (thinking) skills
  - Information processing.
  - Reasoning.
  - Enquiring.
  - Creative thinking.
  - Evaluation.



and the 6 key skills which help learners improve their learning and performance in education and life:

- Communication.
- Application of number.
- Information Technology.
- Working with others.
- Improving own learning and performance.
- Problem solving.

## **Monitoring of Learning & Teaching**

Monitoring of learning & teaching has the aim of encouraging the sharing of good practice, individual professional development and overall school improvement.

A monitoring programme is set up to support the Federation schools' Development and Improvement Plan using the following Ofsted criteria:

- Acquire new knowledge or skills, develop ideas and increase their understanding.
- Apply intellectual, physical or creative effort to their work.
- Are productive and work at an appropriate pace.
- Show interest in their work, are able to sustain concentration, and think and learn for themselves.
- Understand what they are doing, how well they have done and how they can improve.

## **Learning & Teaching are monitored in the following ways:**

- 1) The Headteacher & SMT through regular and planned classroom observation, sampling of lesson plans, reading of staff monitoring reports, monitoring of Learning Journeys, sampling of children's work & quality of marking, talking to children and by monitoring children's achievements in the analysis of internal & external assessment data,
- 2) The Headteacher and SMT through the staff performance management programme.
- 4) By Governors through regular and planned reports and discussions with subject leaders, SMT and the Headteacher and through the Curriculum Committee.
- 5) By LA and **SIP** through regular and planned monitoring visits and inspections, reports by and discussions with SMT and the Headteacher.