



Verryan Church of England School

Policy for Teaching and Learning

“Give the pupils something to do, not something to learn. And the doing is of such a nature as to demand thinking. Learning, naturally, results.” Dewey

Children are the centre of our vision. Our community will aspire to work together to enable everyone to achieve their greatest potential. We believe in providing opportunities for **all** to become confident, caring, self-motivated life-long learners.

Introduction

This policy is central to our purpose as a place of learning. As a result it reflects our beliefs and aims for everyone and is embedded in everything we do. We believe that our school motto “Caring, growing and achieving together - for all our futures!” lays the foundations for lifelong learning and that both adults and children learn new things every day. We believe that learning should be a rewarding and an enjoyable experience for everyone, it should be fun!

Our School Aims

To promote our school values of trust, hope, respect, perseverance, service and compassion we:

- promote positively the spiritual, moral, cultural and social development of all children, always with a sense of pride, purpose and self-motivation.
- strive for the achievement of excellence by encompassing new ideas within a dynamic environment.
- help children develop lively, enquiring minds so that they flourish in our ever-changing world.
- explore and extend a child’s creativity and sensitivity by offering quality opportunities through all aspects of learning.
- communicate effectively and with confidence.
- establish an effective and constructive partnership between home, school and the community.

Principles for effective learning

We believe children learn best when:

- **All children are set high expectations and are appropriately challenged**

Expectations of children	Expectations of staff	Examples and strategies
<ul style="list-style-type: none"> * Strive to meet the challenges set by staff * Participate in opportunities provided by the school * Have a thirst for knowledge and understanding * Are keen and eager to learn * Can think outside the box 	<ul style="list-style-type: none"> * Provide a positive role model of the school’s expectations * Challenge individual learners appropriately * Give opportunities to develop higher level thinking skills * Have knowledge of age and stage appropriate learning * Use AfL to inform next steps * Know where your children are and be explicit in sharing their next steps and why 	<ul style="list-style-type: none"> * Appropriate use of assessment to set children’s next steps * Use of curriculum targets * Set individual personal targets * A stimulating classroom * Well planned lessons that develop key skills * Use of success criteria to move children on

- **All children are actively engaged in their own learning and it is enjoyable**

Expectations of children	Expectations of staff	Examples and strategies
<ul style="list-style-type: none"> * Lead their own learning by formulating questions and applying enquiry and research skills * Take an active role in all discussions and activities * Children are self motivated and working in a range of different ways 	<ul style="list-style-type: none"> * Clear learning intentions and success criteria * Clear instructions and key questioning to support and guide learning * Provide for different styles of learning * Tailor planning to meet the needs of the children and base it on initial and ongoing assessments * Plan learning that is memorable and active 	<ul style="list-style-type: none"> * Learning based around questions formulated by children * Use talking partners and other strategies to promote higher order thinking skills * Teachers use visual, auditory and kinaesthetic teaching styles

- **All children are happy and safe**

Expectations of children	Expectations of staff	Examples and strategies
<ul style="list-style-type: none"> * Respect staff and children * Encourage and support each other * Be positive * Listen to each other * Take pride in their learning * Get a drink of water without fuss, when needed * Use equipment responsibly * Behave responsibly when representing the school * Be able to communicate how they are feeling * Point out things that might not be safe to an adult * Resolve arguments and respect each other so that they respect you back (without adult help) 	<ul style="list-style-type: none"> * Provide a safe and secure environment * Encourage, value and listen to every child's contribution * Promote two way communication with parents and staff and children and staff * Know children individually * Promote independence * Promote self esteem * Respect everyone * Check equipment used is safe/risk assessments for school trips * Be aware of children's health issues and know how to spot illnesses 	<ul style="list-style-type: none"> * Make time for children to discuss important issues/worries * Positive feedback - orally and through marking and constructive criticism * Encourage healthy eating and promote the importance of water * Token trackers and achievement certificates

- **All children are supported and enjoy a trusting, positive relationship with peers and adults and know what is expected of them**

Expectations of children	Expectations of staff	Examples and strategies
<ul style="list-style-type: none"> * Openly recall their own learning * Recount learning and forthcoming events enthusiastically at home * Take learning home and back to school to link with home school learning 	<ul style="list-style-type: none"> * Be ready to listen and take on board, any queries/concerns children and parents may have * Ensure all communications are sent with an absolute minimum of a week's notice so that parents know what is happening in school * Provide opportunities for parents to be involved in class learning 	<ul style="list-style-type: none"> * Build in circle time discussion * Recapping and discussing the learning that has happened during the day * Developing parental awareness of what their children are learning and how to question them about it * Open door policy for all

--	--	--

- The learning environment is stimulating and well managed**

Expectations of children	Expectations of staff	Examples and strategies
<ul style="list-style-type: none"> * Know where resources are kept * Surround themselves with whatever helps them learn * Always feel they can ask for help and support * Believe in themselves and have high expectations * Use the learning environment to help them learn * Make the most of the resources around them 	<ul style="list-style-type: none"> * Approachable and conducive to learning * Engaging and up to date displays * High expectations * Celebrate achievement * Appropriate furniture and age related resources * Create interactive displays <ul style="list-style-type: none"> - VAK learners 	<ul style="list-style-type: none"> * Learning walls * Working walls * Subject displays * Celebratory/golden work displays * Success criteria on display * Welcome/inform parents * Student of the week * Stickers and rewards * Discovery tables

- Teaching is purposeful, positive, well paced, varied and stimulating**

Expectations of children	Expectations of staff	Examples and strategies
<ul style="list-style-type: none"> * Make connections in their work * Respect other children * Ask questions * Respond sensibly * Work independently and be confident to “have a go” * Know when to seek help 	<ul style="list-style-type: none"> * Draw cross-curricular links across subjects * Value contributions/cultures * Plan effective questions * Plan for different learning styles * Provide “up to date” examples * Make overt and specific references to curriculum links * Use AfL * All staff will have access to necessary training * Give opportunities to learn and develop new skills 	<ul style="list-style-type: none"> * Instructions in science, letters in history * Celebrate talents, G&T * Invite representatives of religions which make up the wider British culture to school to talk to children, * Use children’s’ parents as learning partners * Plan lessons for VAK * Make use of Espresso clips * Thinking skills

Effective learning should include:

- Enjoyment and fun
- Encouraging children to be independent and choose their own strategies for learning
- Opportunities for working individually, in pairs and groups
- Providing activities involving problem solving and creative thinking
- Challenging children to take risks and make mistakes to aid their learning
- Children being aware of their targets for learning
- Using new information and skills in different contexts
- Being challenged in a supportive environment
- Developing/ employing learning to learn skills
- Use planning frames for children to structure their work

Effective teaching should include:

- All children being actively engaged in the lesson
- Elements of fun and humour
- A good pace throughout

- Appropriate, relevant modelling or demonstration and clear instruction
- Asking challenging questions
- Responding positively to children's' questions/answers
- Input using visual, auditory and kinaesthetic strategies
- Leading children to understand and use their preferred learning style
- Peer teaching- explaining to others, peer assessment, talk partners, hot seating, role play etc
- Secure subject knowledge
- Developing pupils skills systematically so they become increasingly independent
- The ability to adapt teaching in light of ongoing assessment
- Instructions and explanations that are clear
- Fully engaging support staff in the teaching and assessment process
- Appropriate use of ICT

We know we are successful when...

Children

- Can share their learning
- Can explain what and why they are learning

Staff

- Know their children
- Can identify children's learning and the next steps needed

Lessons where

- There is evidence of learning
- Children make progress

Classrooms

- Buzz
- Are stimulating

Equality and Diversity:

All children will be given equal opportunities regardless of religion, disability, age, gender, race and sexual orientation. No one will be discriminated against (see Equality scheme)

Review

This policy was reviewed with staff on 02/09/10, shared with the School Council on 6/10/10 and with the Governors' curriculum committee on 6/10/10. It will be reviewed on a two-yearly basis and so is due for review in November 2012.

Signed: _____ (Head Teacher) Date: ____/____/____

Signed: _____ (Governor) Date: ____/____/____