



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

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

- All children are happy and safe**

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

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

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- The learning environment is stimulating and well managed**

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

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

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

**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: \_\_\_/\_\_\_/\_\_\_