Teaching and Learning Policy
Cliffe VC Primary School

Date adopted	28th September 2016	Responsibility	*Full Governing Body*
Date of next review	September 2019	Headteacher	*Suzanne Hay*
		Chair of Governors	*Carole Middleton*

In drawing up this Teaching & Learning Policy, the following were consulted:

- Teaching Staff
- Support Staff
- Children (via the School Councils)
- Governing Body
- Parents/Guardians/Carers

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Teaching Statement

As members of staff we will:

- plan carefully for, and with, the different groups and individuals without our class, using the agreed school formats

- deliver purposeful lessons that link to real-life situations, problems and interests wherever possible

- give pupils a wide range of learning opportunities that develop all their skills and knowledge and recognise their strengths

- build on links with other subjects where possible

- include questions to challenge pupils and make them think

- check on what pupils already know and then help them to learn more

- deliver lessons at an appropriate pace

- tell pupils what the next steps are in their learning

- tell pupils what they are going to learn and how they know if they are successful

- expect pupils to work hard and do their best

- continually assess pupils learning and help them to move on to achieve their targets

- use different methods in your lessons to help pupils learn

- work closely with other adults to help pupils in their learning

- try to make lessons exciting and interesting

- always try to help pupils if they have problems with their work

Learning Statement

As learners we expect the pupils to:

- work hard to stay on task

- participate with shared talk

- follow the Golden Rules

- complete homework on time

- listen to/read teacher's comments to help make progress

- respond to written comments when asked

- use targets to help progress

- be ready to ask and answer questions in order to progress

- feel comfortable and confident in asking for help

- be helpful to adults and other children

- demonstrate resilience in tackling their learning

Learning Behaviours

We are developing children's ability to discuss their learning and helping them develop a language to talk about their own learning. The children in school today are going to be facing huge challenges in the wider world and we are working with them to develop skills and attitudes that will help them be successful in the wider world. In consultation with the children we have decided to work with the children to develop the following learning behaviours.

Resilience - We want to see children learning from mistakes and seeing that having to rethink an aspect of their learning as a way to improve, resilience is about picking themselves up after a setback and being able to give it another go

Risk Taking - This is about children questioning and asking "What if...?" and "What shall we try now?" - it is also about children pushing themselves to try new things and knowing that learning is sometimes uncomfortable!

Thinking - We are looking for children to be seen thinking and considering, valuing their own ideas and believing that they have the strategy to solve problems.

Respect - Children treating others as they wish to be treated is the core belief around this learning behaviour, this is mirrored in the way they speak to adults and adults speak to them. We want children to believe it is okay to think differently and it is fine to change your opinion.

Reflection - We want to see children actively evaluating their work and developing the ability to believe that they can always improve whilst taking a pride in their own and others work and achievements

Independence - We wish children to believe that they can help themselves when they are stuck, but also know when and who to ask for help. This is also about children wanting to find out for themselves and being skilled to be able to do so.

Active/motivation - This is for children to develop the belief that learning is for them and they have a responsibility for their own achievements, it is also about valuing effort and taking the initiative for their own learning.

Creativity - This is an area where we believe children are naturally adept, they can be creative in many ways not just art and drama, but creativity in all areas of the curriculum including the sciences. It is also about linking with other areas of learning behaviours especially risk taking.

Our definition of learning
Learning is a continual process by which we gain knowledge and skills in an engaging and creative way within a challenging, secure environment. Learning is about creating meaning from experience

Drivers – these are what we strongly believe should be the basis of our curriculum
- Community – local, national, international
- Problem solving and challenge – all topics start with a big question
- Practical, creative and based on real experiences and interests
- Children steer the curriculum
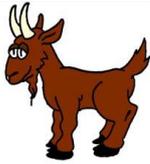
"I show resilience when challenged"

Resilience – if someone is very skilled in this dimension of learning

What would they believe?	What would you see them doing?	What would you hear them saying?
Getting things wrong leads to better understanding	Accepting failure and being able to accept it happens	How can I ? What rethinks have I done?

"I take risks to further my learning"

Risk takers – if someone is very skilled in this dimension of learning

What would they believe?	What would you see them doing?	What would you hear them saying?
It doesn't matter if I get it wrong I want this to happen it's my choice.	Sharing learning Trial and error Not phased if they get it wrong	What if.. ? Let's try this.. What shall we try next…?

"I can think around a problem"

Thinkers– if someone is very skilled in this dimension of learning

What would they believe?	What would you see them doing?	What would you hear them saying?
My own thoughts are valuable There's more than one way to do this	Make connections Add and contest Change opinion	What about? I think How ? How else?

"I can reflect on my own learning"

Reflect – if someone is very skilled in this dimension of learning

What would they believe?	What would you see them doing?	What would you hear them saying?
I can identify how to make improvements I can always improve I can always learn something new	Identify improvements Recognise others achievements Take pride in own achievement	I can use this What might be better is This has gone well… My next step…

"I show respect for my own and others opinions"

Respect – if someone is very skilled in this dimension of learning

What would they believe?	What would you see them doing?	What would you hear them saying?
My opinion will be valued Everybody has a right to an opinion Not everyone is going to think the same as me	Confident and happy to express opinion Respectfully disagree Adapt and change opinions	I hadn't thought about that … That's an interesting thought.. What do you think?

"I am an active and motivated learner"

Active/Motivated learners – if someone is very skilled in this dimension of learning

What would they believe?	What would you see them doing?	What would you hear them saying?
Take initiative with their learning Take pride in their work Want to learn Enthusiastic Believe it's for them	Involved deeply in tasks Go above and beyond to find out Taking learning beyond the classroom, bring in learning from home Willing to give it a go	I need to know Can I share… Can I find out about… My targets are…

"I can be independent"		
Independence – if someone is very skilled in this dimension of learning		
What would they believe?	What would you see them doing?	What would you hear them saying?
They can help themselves to a large extent I can solve the problem I know when and who to ask	Self-initiated learning Co-operation Asking bigger questions "Magpieing" ideas Asking to adapt the learning to them	I can do it I know how to find out What happens if

"I am creative"		
Creativity– if someone is very skilled in this dimension of learning		
What would they believe?	What would you see them doing?	What would you hear them saying?
Ideas are vital including those of others Ideas are exciting New and different experiences are opportunities	Actively contributing in a group Trying new ideas out (even if failing) Look at the "big picture" Draw upon lots of different ideas	Let's try…. What if… Can I …. What about…

Developing the Learning Environment

Improving the range, quality and number of learning opportunities:

❖ Through cross curricular work wherever possible
   ▪ Relating work to real life
   ▪ Improving inter-subject understanding
   ▪ Providing interesting topics and projects

❖ By involving parents
   ▪ Sharing curricular targets
   ▪ Sharing topics/interests covered in class
   ▪ Curriculum workshops/meetings
   ▪ Encourage parents to work with their own children in school where appropriate.

❖ By our displays
   ▪ Learning walls for Literacy Maths and Science in all classrooms

- Reading celebration in each classroom
- Stimulating/celebratory displays across the school

❖ Through learning first hand
- All year groups to have visits and visitors linked to their work
- An emphasis on doing and finding out
- Child initiated learning is part of our curriculum and continues throughout the school where possible
- Artefacts available to support work

❖ Through planning and assessing for learning opportunities
- Continuous assessment takes place in lessons to inform planning
- Setting of group, class and individual targets
- Marking for learning – comments (either written or verbal) indicating what children need to do next
- EYFS – observational assessment identifies the next steps in learning to create individual learning journeys
- Identifying learning opportunities and success criteria
- Learning objectives shared and reviewed with the children

❖ Through creativity, drama and self expression
- Using different media for representing learning, including visual and expressive arts

❖ Through extra curricular activities
- Those that engage children in a range of healthy activities, encouraging a healthy lifestyle
- Those that enrich the curriculum and reflect children's own interests

Developing the Teaching Environment

Improving the quality of and opportunities for teaching through:

❖ Providing professional development opportunities
- In-house
- Externally/LA provided

❖ Ensuring the necessary resources are readily available to support
- Classroom management
- All subjects/topics
- Independent learning
- Preparation and planning
- Assessments

❖ Providing support for teachers to meet their performance management objectives
- INSET
- Resources

- - Advice
  - Non-contact time

- ❖ Ensuring PPA time takes place

- ❖ Requesting only necessary planning

- ❖ Ensuring that additional adult support is available when necessary through
  - The effective deployment of teaching assistants
  - The use of volunteers
  - Paired and team teaching

- ❖ Protecting the work life balance for teaching staff
  - Use of IT to reduce workload
  - Monitoring number of observations
  - Careful timing of events across the year

- ❖ Providing an exciting and stimulating curriculum map
  - Develop the curriculum in consultation with staff
  - Have a considered approach to the curriculum which makes teaching interesting and fulfilling