



Alexandra Infants and Alexandra Junior School

TEACHING AND LEARNING POLICY

This Teaching and Learning Policy has been approved by the staff and Governors of Alexandra Infants and Alexandra Junior School. It aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

We want to ensure that our teaching meets the needs of all pupils. We understand that everyone has different ways of learning and we want to ensure that all children are provided with a range of experiences that give them the opportunity to work in their preferred way and to enjoy learning. We want them to learn effectively and to become independent learners.

WHAT ARE OUR AIMS?

- To build children's self-esteem and self-belief.
- To challenge and inspire children, encouraging in them enjoyment and interest in learning.
- To set high expectations and make these clear to the children.
- To enable children to acquire new knowledge and skills, develop ideas and increase their understanding.
- To enable children to understand what they are doing, how well they have done and how they can improve so that they become independent learners.
- To provide a variety of enjoyable learning experiences which enable children to apply intellectual, physical and creative effort.
- To create and maintain a stimulating learning environment where children are inspired and receptive to learning.

OUR SCHOOL ETHOS

At Alexandra Infants and Junior School we believe that effective learning takes place when children work in a:

- Caring, comfortable and welcoming atmosphere.
- Stimulating and attractive environment.
- A well resourced environment.

And when they are:

- Secure, happy and confident.
- Friendly and kind to each other.
- Positively praised and encouraged.
- Given opportunities to show initiative.
- Encouraged to share in their success.
- Encouraged to be independent.
- Challenged by high expectation.
- Are interested and motivated.
- Are given tasks which match their ability.
- Clearly understand the task.

TEACHING SKILLS

General Teaching & Learning Strategies

We use different teaching styles and strategies, and endeavour to make lessons multi-sensory, so that all children have the opportunity to learn in their preferred style and to ensure an appropriate level of challenge in each lesson.

Children learn best when:

- Teachers have clear aims and objectives that are shared with the pupils.
- A variety of teaching styles, methods and organisational strategies are employed.
- Questioning and discussion are used as an effective means of communication.

- Tasks are differentiated, stimulating, challenging and purposeful.
- Teachers have good subject knowledge and understanding in the way they present and discuss the subject being taught.
- Teachers plan appropriately.
- Teachers provide opportunities for pupils to be independent active learners, taking a pride in their work.
- Teachers keep appropriate pupil records, use and share them with other teachers, monitor progress and plan accordingly.
- Teachers provide quality feedback on strengths and how to improve and encourage children to discuss and evaluate their own work and the work of others.
- Teachers build on children's previous experiences.
- Teachers have high expectations and make these explicit.
- They are given time to reflect on their experiences.
- Teachers are consistent, fair and avoid making assumptions.
- Teachers promote positive attitudes to learning such as motivation, interest, and concentration.
- Teachers make good use of support staff/outside agencies.
- Teachers challenge and inspire pupils.
- Teachers manage pupils well insisting on high standards of behaviour.
- Teachers use quality resources, including computing, effectively.
- Teachers use time well and set good pace to lessons.
- Teachers use homework effectively to reinforce what is learned in school.
- Teachers keep parents informed and encourage them to support their children at home and school.
- The curriculum is broad and balanced.
- The curriculum is lively, stimulating and interesting.

Success Criteria:

- Clear learning outcomes in teachers' planning and record keeping.
- Children understand the purpose of the work they are doing.
- Continuity and progression.
- Improved standards.
- Children achieving their full potential.
- High quality, well maintained resources.
- Children interested in their learning.

CLASSROOM ORGANISATION AND MANAGEMENT

Children learn best when:

- When the teaching matches pupil and curricular needs.
- The room is arranged appropriately.
- There is easy access to well labelled resources which are tidily and safely arranged.
- There are stimulating displays which value the children's work.
- Learning Support Practitioners appropriately support the teaching.
- There are clear expectations and consistent routines for working across the whole school.
- Additional support is appropriately targeted at children's needs.

Success criteria:

- An ordered tidy and stimulating environment.
- Children take responsibility for accessing appropriate equipment and resources.
- Children take care of equipment and use it safely.
- Children work well together.
- Children are on task.
- Children who have worked with support show progress and a raised self esteem.

RELATIONSHIPS/PERSONAL DEVELOPMENT

Children learn best when:

Child/child

- They listen and talk to each other.
- They co-operate well.
- They show respect and tolerance in all areas including cultural and religious differences.

Teacher/Child

- They show mutual respect.
- They have shared aims and objectives and agreed targets.
- The teacher provides encouragement and praise.
- The teacher meets the needs of individual children.
- The teacher uses a variety of teaching styles best suited to individual learning.

Children should have the opportunity to:

- Make decisions.
- Solve problems.
- Be creative.
- Develop social skills.
- Develop independence.
- Use initiative.

Success Criteria:

- Children with a positive attitude towards learning.
- Visitors/children are treated in a friendly and caring way.
- Children show initiative.
- Children show the ability to answer questions in a confident manner.
- Children are able to accept constructive criticism and to show an awareness of right and wrong.
- Children attaining to their highest potential.

DISPLAY

Children learn best when display:

- Is stimulating, attractive, informative and relevant.
- Reflects a range of abilities and contributions.
- Is used as a teaching aid and is interactive.
- Is used to celebrate the achievements of the children.

Success Criteria:

- Display is celebrated and used to stimulate learning and to support teaching.

ASSESSMENT AND RECORD KEEPING

Children learn best when assessment:

- Is based on shared understanding of standards.
- Informs teachers' planning for pupil's future work and setting targets.
- Has a clear purpose and informs reporting arrangements.
- Involves children.
- Use is made of both formative and summative assessment strategies.
- Data is used to monitor individual group and school progress towards targets and is available to staff.

Success Criteria:

- Accurate assessments are made and records kept.
- Children are informed learners and value their work.
- Evidence that assessment informs future planning.

MONITORING AND EVALUATION

The Senior Leadership Team monitor planning as part of a triangulation of evidence. Key Stage Leaders monitor short term planning. Subject Leaders monitor planning and make observations, evaluations of lessons; consulting with staff if there are any development points. Staff also conduct scrutinies of children's work to check that this matches the planning and there is a rigorous programme of regular lesson observations to monitor the quality of teaching and learning by the Head Teacher and S.L.T. All evidence is triangulated with pupil outcomes.

Feedback is given, strengths celebrated and support is given appropriately.

This Policy will be reviewed annually.