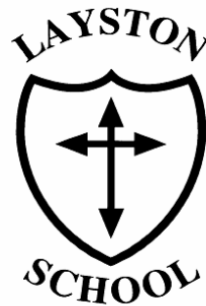




# Layston C of E First School



## Teaching and Learning Policy

Reviewed: July 2022  
Next Review due: July 2024

## Policy Review

This policy will be reviewed in full by the Governing Body bi-annually.

The policy was last reviewed and agreed by the Governing Body in Sep 2022.

It is due for review in Autumn Term 2024 (up to 2 years from the above date) by the Governing Body.

Signature .....*A McMurrough*..

Date ...14.07.22..

Head Teacher

Signature .....*C. Wilson*..

Date ....14.09.22...

Chair of Governors



## 1 Introduction

At Layston School we pride ourselves on fostering an effective learning environment and promote the concept of lifelong learning; that both adults and children learn new things every day, and can change the way we think, learn and question. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the values, skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate learning and teaching experiences help children to lead happy and rewarding lives.

## 2 Aims and objectives

At our school we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent life-long learners (resourcefulness);
- foster children's self-esteem and help them build and sustain positive relationships with other people (reciprocity);
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others (reflectiveness);
- develop and apply values for life in our learning together (reciprocity);
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people (reflectiveness);
- enable children to understand their community and to help them develop a sense of belonging to a caring Christian community essential for personal development and spiritual growth (reflectiveness);
- help children grow into a reliable and responsible citizen (resilience);
- encourage the children from an early age to take responsibility for and evidence their own learning (resourcefulness);
- develop the confidence and capacity to change one's mind and to learn from mistakes and promote a positive and open mind through a culture of Growth Mindset (as outlined in work of Carole Dweck) (resilience);
- promote the 4 positive learning behaviours outlined by Professor Guy Claxton: **Resilience** (be ready, willing and able to recover from set-backs on their learning journey), **Resourcefulness** (being ready to learn in different ways and deal skilfully with new situations), **Reflectiveness** (being ready, willing and able to become more strategic about learning and deliberate internally & externally using the language of learning) and **Reciprocity** (being ready, willing and able to engage in a mutual exchange of learning, skills and ideas).

### **3 Effective Learning**

We acknowledge that people learn in different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account children's different learning needs when planning.

We offer opportunities for children to learn in different ways. These include:

- Outdoor learning and Forest School
- Investigation and problem solving;
- Research;
- Whole school and whole-class, group, pair and independent work;
- Use of IT e.g. computers, iPads, Smartboards
- Creative activities - community based creative activities such as Harvest Festival and the school Christmas production, music, art, role-plays, drama and oral presentations;
- Designing and making things;
- Promoting Growth Mindset, mastery & Building Learning Powers;
- Participation in athletic or physical activity;
- Visits to places of educational interest;
- Extra curricula activities;
- Talk Circles and pupil voice;
- Visitors and educational workshops.

We encourage children to take responsibility for their own learning, to be involved as far as possible in identifying their learning outcomes, in reviewing the way they learn and to reflect on how they learn. Assessment for Learning helps pupils identify areas of achievement and areas for development. Tapestry software supports evidencing learning in a variety of contexts within EYFS.

### **4 Effective Teaching**

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum, as well as their interests. We use our year group and subject curriculum maps as a guide to our teaching. The NC sets out the aims, objectives and details of what is to be taught to each year group for each subject. Cross phase meetings support continuity.

We base our teaching on our knowledge of the children's age and stage appropriate learning outcomes as outlined in HfL's assessment guidelines. We strive to ensure that all tasks set are pitched appropriately and we use a

graduated response with the 'Assess, Plan, Review, Do' (APRD) cycle to support this. When planning work for children with special educational needs we give due regard to information and outcomes contained in the children's SEND Action Plans and advice from external professionals. We have high expectations of all children and we believe that all children should be set challenging yet achievable learning goals.

We set outcomes for the children and review the progress of each child at least termly. Our Pupil Premium Grant children and those with SEND are monitored each half term. (See Assessment Policy.)

Our commitment to a nurturing culture and environment, embedded in our Christian ethos, supports the academic as well as social and emotional needs of our pupils. (See PSHRE and Behaviour policies.)

We start by introducing and explaining the clear learning objectives for each lesson. We take these objectives from the National Curriculum or EYFS framework. We always aim to make learning purposeful and motivational through building on prior learning, utilising pupils interests and chunking learning. Our learning is organised and progressive across the year groups and this can be seen on class and subject curriculum maps. We try to ensure that work set is based on first-hand experience and active learning making relevant links, enriching children's lives and building on prior knowledge. This ensures that learning is motivational, purposeful and memorable. Links are made between the subjects so that children can make sense of their learning within the context of a broad curriculum and use skills and knowledge across a variety of subjects. Each week all our KS1 and children in EYFS spend half a day involved in Forest School and KS2 children every other week - further enriching learning through the additional resources of our school grounds including the pond and wood.

When we share the lesson objectives with the children we also provide them with 'Tips for Success', which show the children what they have to do and how they can be successful in the task and improve their learning. Teachers model skills, scaffold learning in a range of ways and encourage reflection on learning throughout the lesson. Children are encouraged to self and peer assess against these 'Tips for Success'. Feedback during lessons is specific, addresses misconceptions quickly, and enables the child to achieve and extend learning.

Each of our teachers establishes good working relationships with all the children in their class. We treat the children with kindness and respect. We

treat them fairly and give them equal opportunity to take part in class activities.

All our teachers follow the school Behaviour Policy. Procedures for behaviour management are based upon the Hertfordshire STEPS model, where all behaviour is seen as communication and responses to anti-social behaviour are always therapeutic (see Behaviour policy). We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We promote and model good order and behaviour at all times. (See Behaviour policy.)

We deploy teaching assistants and other adult helpers in a range of ways to promote independence and support resilience, curiosity, reflection and collaboration. Sometimes they work with individual children and sometimes they work with small groups including the delivery of intervention programmes or pre-teaching activities. We also welcome volunteer adult helpers in school and draw on their strengths.

Our classrooms are attractive learning environments. We change displays regularly and use working walls to ensure that the classroom reflects the learning studied by the children. We believe that a stimulating and ordered environment promotes high-quality learning from the children. Displays are most often backed with hessian which is calming and natural and reducing paper wastage.

All our teachers reflect on their strengths and areas for development and plan their professional development needs accordingly. We do all we can to support our teachers and teaching assistants in developing their skills so that they can continually improve their practice. We share expertise and good practice amongst our staff through modelling for each other and team teaching. We use whole school CPD wherever possible. We conduct all our teaching in an atmosphere of trust and respect for all.

## **5 The Role of Governors**

Our governors determine, support, monitor and review the school policies on Teaching and Learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;

- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote Quality First Teaching and inclusion;
- Monitor the effectiveness of school teaching and learning policies through the school self-review processes.

## 6 The Role of the Teacher in involving Parents in Learning

Parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' consultation evenings or teacher/parent/pupil conferences in the autumn and spring terms;
- holding information meetings at the start of each school year;
- sending information to parents at the start of each term in which we outline the learning that the children will be covering during that term at school;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- inviting parents to regular 'Parent Chat' sessions;
- explaining to parents how they can support their children with home learning. We suggest, for example, regular shared reading and support with their learning logs;
- inviting parents to participate in taster mornings;
- training sessions for parents for example, in maths and early reading;
- half termly newsletters, website updates;
- information about the curriculum on the website and Tapestry.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- communicate regularly with class teachers;
- ensure that their child is equipped for school with the correct named uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;

- fulfil the requirements set out in the home/school agreement.

## 7 **Monitoring and Review**

We are aware of the need to review this policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of Layston. We will review this policy during the July 2024.