



BISHOPS TAWTON PRIMARY SCHOOL TEACHING AND LEARNING POLICY

THIS POLICY WAS AGREED: *OCTOBER 2015* REVIEW: *OCTOBER 2018*

We are committed to raising standards and ensuring that every child is able to reach their own potential.

At Bishops Tawton Primary School and pre-school we believe that in order to learn children need to be able to:

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| 1. play | 4. multitask |
| 2. perform | 5. network |
| 3. simulate | 6. know what tool to use |
| 4. know how to behave | 7. negotiate |

The Early Years Foundation Stage Curriculum and the National Curriculum determine what should be taught and apply to all state schools in England and Wales.

We deliver a themed, flexible and stimulating curriculum which is based upon the expectations of the National Curriculum and which evolves to meet the needs of the pupils and of our changing country and world.

This policy underpins the delivery of all curricular subjects and links directly to the Assessment and Feedback policy.

This policy seeks to identify the features of effective teaching and learning which translate the aims of the school into a relevant and challenging learning journey for all pupils.

'School is a place designed for learning and the whole school is a learning environment'

In this school we firmly believe in:

- effective planning that takes account of the learning needs of all pupils;
- effective teaching that motivates and inspires all pupils to achieve their best work;
- relevant opportunities for pupils to engage in a wide range of challenging learning experiences;
- appropriate continuity and progression in the learning of all children 0-5 and from reception to Year 6;
- a combination of the best features of educational practice whilst implementing the National Curriculum and national strategies.

Effective practitioners:-

- i) Are clear about their teaching objectives
- ii) Have a good knowledge of the content and the strategies for teaching it
- iii) Communicate to their children what is expected of them and why
- iv) Make expert use of existing materials in order to devote time to practices that enrich and clarify the content
- v) Know their class and adapt teaching to the needs of the children by anticipating misconceptions in their existing knowledge
- vi) Teach their children a wide range of strategies for solving problems and provide opportunities to master them
- vii) Address higher as well as lower level learning objectives
- viii) Monitor their children's understanding by offering regular and appropriate feedback
- ix) Enable children to critically reflect on their strengths and areas for development
- x) Integrate their teaching with that in other subject areas
- xi) Accept responsibility for their children's learning outcomes

xii) Are thoughtful and reflective about their practice

Children achieve more when a practitioner:-

- i) Emphasises learning objectives and expected outcomes
- ii) Makes the learning objectives clear and expects the children to be able to master them
- iii) Carefully organises and sequences the curriculum
- iv) Clearly explains and illustrates what children are to learn
- v) Frequently asks direct and specific questions to monitor children's' progress and check their understanding
- vi) Provides children with ample opportunity to practise and embed learning
- vii) Gives prompts and feedback to ensure success
- viii) Supports self-correction
- ix) Enables children to develop a skill when it is needed to fulfil an objective
- x) Reviews regularly and holds pupils accountable for their work

In summary, we believe that:

1) Effective practitioners are well informed.

They possess substantial knowledge in the areas to be taught.

They also have the ability to integrate content across the curriculum, helping children to place their learning in the wider context.

2) Effective practitioners know and understand children.

They are always attentive to the whole child and never give up on a child. They are observers of children and see the vital relationships between the intellectual, physical, emotional, social and moral growth of children.

3) Effective practitioners empower children.

Effective teachers use a variety of direct teaching methods but they also encourage children to explore their own questions, moving from the known to the unknown.

4) Effective practitioners are open, genuine human beings.

Effective teachers are not only well prepared educationally and in the science of teaching, they are also honest in their relationships with children, are confident and have high self - esteem.

The elements of good learning which should be present in our settings include:-

1) Good interaction between teacher and children incorporating:

- (a) Relevant answers by children
- (b) Relevant questioning by children
- (c) Critical reflection and self-evaluation

2) Children are well motivated and on task, evidenced by:

- (a) Work centred talk - using appropriate vocabulary
- (b) Children extending their own and each others learning
- (c) Children being able to apply new knowledge to other situations
- (d) Children taking pride in their work

3) Children's work reflects the learning objectives and at Foundation Stage: Early Learning Goals.

- (a) there is evidence of independent and practitioner led progress
- (b) expectations meet the needs of children

4) The school is visually stimulating and reflects the learning which is taking place.

- (a) Children's achievements are celebrated
- (b) displays and materials are accessible to children

(c) The environment supports learning opportunities i.e working walls, learning journeys and learning powers

Bishops Tawton Primary