

Ladywood Primary School



Teaching and Learning Policy

January 2018

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Rationale

At Ladywood Primary School we believe effective learning takes place when children are motivated and develop positive independent learning behaviours. Effective learning depends upon effective teaching. Effective teaching is provided through carefully planned lessons where pupils know the objective of their learning and how to be successful, and where tasks are stimulating and appeal to the pupils' interests as well as matching their abilities.

Aims

It is our aim to equip our teachers with the skills through continued professional development and the feedback from internal monitoring to enable them to become outstanding practitioners.

It is our aim to equip our children with the skills to be effective learners and, a curriculum which ignites their thirst for knowledge.

Ladywood School Vision

Throughout our journey at Ladywood we are educated and equipped to progress through life in an ever-changing world. Together we develop positive attitudes and ambitions and celebrate our successes. We wear a smile and never give up!

'If we can dream it, we can do it!'

Effective Learning

Where learning is effective, pupils ...

1. Are motivated to:

- Take an active interest in their studies through encouragement, support and involvement from their parents/carers.
- Improve their performance and are willing to learn from their identified areas for development as well as their strengths.
- Enjoy lessons and readily respond to the challenge of the tasks set.
- Try their best at all times so that they achieve their full potential.
- Care about the presentation of their work and look after resources.
- Lead their own learning.

2. Take responsibility for:

- Evaluating their achievement of learning objectives/outcomes.
- Concentrating on tasks set and listening attentively.
- Developing the confidence to raise questions, to try to find answers and asking for help when needed.
- Helping each other and working collaboratively, as well as independently.

3. Have developed or are developing the following learning behaviours:

- Perseverance with all tasks.
- Responding positively to opportunities given to extend their learning.
- The ability to modify and redraft work.
- Use appropriate knowledge and skills and apply them in a range of contexts, making connections where possible.
- A positive response to skills based teaching.
- Being prepared to be flexible in response to the needs of the 21st Century, eg. Using problem solving skills and thinking 'outside the box'.
- Being able to adapt easily to different ways of working.
- Evaluating their own work and how to improve it.
- Being able to decide the best approach to a task and the resources/support needed.
- Communicating information and ideas, offering comments and explanations.
- Feeling that they are valued by the school community and that their achievements are being recognised.

Effective Teaching:

Where teaching is effective, teachers ...

1. Will aim to provide high quality learning opportunities:
 - Through carefully planned, well structured and paced lessons.
 - By making aims and objectives explicit to pupils at the beginning of each lesson, ie Lesson Objective (L.O.) on the board and recorded in the child's work, where possible.

2. Will have high lesson expectations:
 - L.O. should be clear and on display for all classroom based lessons.
 - Each L.O. is differentiated on a number of levels gradually developing skills, understanding and application of knowledge. We call these Layered Targets at Ladywood.
 - L.O. and differentiated levels are shared with children and recorded in books.
 - Tasks must reinforce the L.O
 - Children are encouraged to take control of their own learning and challenge themselves.
 - Support staff are used effectively to work with groups or individual children, supporting SEND targets where required.

3. Will evaluate their lessons and ask...
 - What did the children learn?
 - Is that enough? And did enough children learn?
 - Was it worth learning in the first place?!

Conditions for effective teaching and learning

In order to provide the right climate for fostering effective teaching and learning ALL STAFF at Ladywood will contribute to;

- Creating a positive learning environment where children feel valued and inspired to be 'the best that they can be'.
- Developing positive relationships between adults and pupils.
- Devising imaginative/creative approaches to the development of knowledge and skills to ensure lessons are interesting and stimulating.
- Varying teaching styles, learning activities and the learning environment, including role play, to maintain pupils' interest and take account of learning styles.
- Using praise and positive reinforcement to foster self esteem, motivation and confidence.
- Ensuring classrooms are bright, vibrant and alive with learning.

- Displaying self help working walls to promote independence and perseverance.
- Following the Learning Environment Policy.
- Regularly displaying examples of high quality pupils' work and a commitment to upload at least 3 pieces of evidence per class per half-term onto the School Website.
- Encouraging pupils to demonstrate their learning in a variety of forms.
- Effective use of ICT to enhance the learning experience, making strong cross-curricular links when appropriate.
- Setting and achieving high standards of behaviour and achievement.
- Using Assessment for Learning (AfL) following the relevant policy to make ongoing judgements throughout a lesson and be flexible in response to children's needs.
- Using assessment data (STAT Sheffield), and target setting to identify differentiated requirements, eg. tasks and appropriate groupings.
- Explicitly share targets with children, building on prior learning (in relation to Writing, half-termly).
- Engaging parents in their child(ren)s learning through Pupil Progress Meetings, termly parent curriculum leaflets, contributions to the Website and Ladywood Weekly News.

Monitoring and Review

The staff at Ladywood will review this policy biannually. The SLT may determine that this policy needs to be reviewed earlier for example if the Government introduces new regulations, or if the SLT receives recommendations on how the policy and practice might be improved.

Policy updated January 2018