



Heather Garth  
Primary Academy  
Stars Aiming High

# Teaching and Learning Policy

## Policy Review Details

This review date is a guideline only and if circumstances or recommendations change then the policy will be reviewed and amended as appropriate.

**This policy will be reviewed by the Senior Leadership Team on a 2 yearly basis**

**Date of Issue: September 2017**

S. Farr

**Chair of Governors Signature**

**Headteacher Signature**

**Date of next review: October 2019**



### **Aims and objectives**

Heather Garth is a high-achieving, happy school. We believe that every learner should benefit from high-quality, inspiring, innovative learning and teaching strategies. We provide a caring, supportive and stimulating environment with high quality teaching. We aim to:

- \* enable children to become confident, resourceful, enquiring and independent learners;
- \* encourage pride in achievement and a desire to succeed;
- \* enable families to effectively support their children with their learning;
- \* develop high levels of literacy and mathematical skills;
- \* develop enquiring minds which want to learn and explore;
- \* develop resilience and an understanding of the complexity of the learning process;
- \* foster children's self-esteem and help them build positive relationships with others;
- \* develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- \* show respect for all cultures and promote positive attitudes towards other people;
- \* ensure the quality and consistency of learning experiences for all children;
- \* enable children to understand their community and help them feel valued as part of that community;
- \* enable children to grow into reliable, independent and positive citizens.

### **Outstanding learning**

#### **What does outstanding learning look like?**

In our classrooms we aspire to have learners who are:

- \* inspired and actively engaged in the activities throughout the lesson;
- \* learning at a rapid and sustained pace throughout the lesson;
- \* aware of what they are learning, why they are learning it and what they will learn next;
- \* resilient and understand that being challenged and making mistakes are part of the learning journey.
- \* To accommodate all learning styles, we ensure teaching includes opportunities to learn through a range of strategies including;
- \* investigation and problem solving;
- \* a balance of whole-class work, group work, paired work and independent work;
- \* presenting to, or teaching, a group or class;
- \* child led learning;
- \* asking and answering questions both of themselves and of others;
- \* using digital media as a tool for learning;
- \* fieldwork and visits to places of educational interest;
- \* debates, role-play and presentations;
- \* designing and constructing.

### **Reflective learners**

We encourage children to take responsibility for their own learning and to be involved as far as possible in reviewing the way they learn. Children are given the opportunity to reflect on their learning at the beginning and end of the lesson. Peer discussions/support is also used in upper Key Stage 2. These reflections/self-assessments then feed into future planning to ensure teaching is focussed on the needs of our children. This reflection also helps to make the children aware of how they learn best and the importance of their role in this process.

### **Assessment for Learning**

Assessment for learning is at the heart of the process of developing reflective learners, it is on-going and integral to the teaching and learning process. It provides feedback on learning, involves the children in self-evaluation, setting goals and being responsible for their own learning. The following practices are adhered to in order to facilitate this;

- \*learning objectives are shared in a variety of ways including; exploration, prediction, secret reveal;
- \*wherever possible, children are involved in generating the success criteria;
- \*pupils are given the opportunity to see and discuss examples of good work as a model of success;
- \*pupils' understanding is explored and furthered through skilful and targeted questioning;
- \*feedback is given in a variety of forms and used to open dialogic talk between the teacher and the child,
- \*children are encouraged to assess their own understanding and to provide dialogic feedback to the teacher.
- \*classrooms display learning walls which help children see how their learning is scaffolded across the week.
- \*Pupils are encouraged to self-assess their work against the level of support they needed.

### **Outstanding teaching**

#### **What does outstanding teaching look like?**

Outstanding teaching includes a variety of elements and is reactive to the needs of the children to ensure the pace of learning is sustained and rapid. Teachers at Heather Garth act as role models for learning and demonstrate a passion for learning. They talk to the children about their learning and to help them learn. These include;

- \*developing key skills and creating opportunities to apply these across the curriculum;
- \*learning put into context, building on prior knowledge and extending children's understanding;
- \*systematic review of learning through mini plenaries or at the end of a session;
- \*high level of challenge for all children creating a 'buzz' within the classroom;
- \*teacher modelling and demonstrating themselves as a learner and the process of completing a task;
- \*being reactive to children's needs and adapting plans and lessons to meet them;

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- \*providing a high level of challenge and expectations including behaviour;
- \*skilful and targeted questioning;
- \*open dialogue between teachers and children as well as between peers;
- \*ensuring all children make rapid and sustained progress;
- \*adapting approaches to ensure all children are constantly engaged and have a 'thirst for knowledge';
- \*creating an atmosphere of positive behaviour to learning and celebration of success;
- \*providing feedback through effective, interactive marking;
- \*having high expectations of all children and ensuring identified vulnerable groups
- \*narrow the gap in relation to their peers. through focussed teaching;
- \*ensuring homework is purposeful, engaging and builds on prior learning;

### **Home learning**

At Heather Garth we believe that learning must engage families and reach beyond the school gates. We use a range of strategies/resources to ensure that learning is enhanced and extended in the home through the use of;

- Home/School planners
- blogging,
- Self-led and quality homework tasks,
- family learning demonstration lessons

### **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;
- \*use online access to the SDP to review progress and development;
- \*monitor how effective teaching and learning strategies are, in terms of raising pupil attainment;
- \*ensure that staff development and performance management policies promote good quality teaching;
- \*monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes;
- \*meet termly with the SLT to discuss and review updates to the SDP.

### **Monitoring and review**

We are aware of the need to review the school teaching and learning policy regularly to take into account new initiatives, changes in the curriculum and developments in technology.