



1 Introduction

1.1 At St Luke's CE Primary School we believe that good teaching means effective learning and that is what we should be striving for in every lesson. Our teaching for learning policy 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.

Rationale

Our teaching for learning policy is at the heart of all we are doing at St Luke's. It sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunity for all our pupils.

2 Aims and objectives

2.1 We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

2.2 Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century

3 Effective learning

3.1 We acknowledge that people learn in many different ways, and when planning our lessons, we take into account these different forms of intelligence ensuring wherever possible that there is a Visual, Auditory and Kinaesthetic element to each of our lessons.

Effective learning results in:-

1. Knowing you have succeeded
2. Feeling you can do more

3. Explaining what you have learned
4. Applying it to other situations
5. Teaching it to someone else
6. Feeling good about yourself

3.3 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

4 Effective teaching

4.1 Effective learning only comes about from effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. All teachers at St Luke's are expected to use AfL principles and strategies to facilitate learning.

Essential elements for learning – at St Luke's we aim for these to be present in every lesson;

- Secure teacher knowledge of skills, concepts (and technical vocabulary);
- An understanding of every child's prior learning;
- Clear description and presentation of the learning intention/objective;
- Presentation/development of success criteria so that they support each child's learning throughout the lesson;
- Opportunities for children to think about and discuss the skills and concepts throughout the lesson;
- Feedback throughout the lesson to find out and demonstrate how the learning is progressing;
- Use of plenaries to help to assess the learning acquired during the lesson so that the next lesson can be planned to take account of prior learning
- A focus on what the children are learning and not on what they are doing;
- Appropriate challenge for all children;
- Teacher modelling;
- Good questioning;
- VAK;
- Effective use of additional adults to impact upon the children's learning.

4.2 We base our teaching on our knowledge of the children's prior learning. We share the 'big picture' with the children at the start of a topic. We encourage child initiated learning activities by asking the children what they want to learn. We ensure that children are given chance at the start of a topic to share what they already know and to come up with questions that they would like to investigate by completing KWHL grids. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs).

4.3 We set targets for the children in each academic year. Targets are shared with parents at parent's evenings. We review the progress of each child termly and set revised targets. We hold pupil progress meetings on a termly basis and target groups of children who are making less than expected progress.

4.4 We plan our lessons with clear learning objectives and success criteria. We take these objectives from the National Curriculum. All lessons are evaluated in terms of the learning that has taken place and future plans are adapted in light of this.

4.5 Teacher's feedback and marking should; link to the learning intention and success criteria, be specific, be a balance of oral and written, support the next steps in learning.

4.6 Each of our teachers makes a special effort to establish good working relationships with all children in the 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 policy with regard to discipline and classroom management. With children we set and agree classroom expectations. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

4.7 We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

4.8 Support staff support the class teacher as directed; help implement the school behaviour policy, work with individuals and small groups, support whole class sessions when appropriate (PPA); and welcome professional development.

4.9 All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

4.10 We conduct all our teaching in an atmosphere of trust and respect for all.

5 The Learning Environment

All areas and resources of the school including the classrooms should be clearly labelled. Children should be made aware of these resource areas at the beginning of each year. The learning environment should be organised to ensure that the children have the opportunity to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;

- Participation in athletic or physical activity.

Learning takes place in an environment which is:

- challenging and stimulating;
- peaceful and calm
- happy and organised
- well resourced and clearly labelled
- makes learning accessible;
- encouraging and appreciative
- welcoming
- provides equal opportunities
- provides a working atmosphere

Displays:

Children's work should be celebrated in every classroom and featured on all displays. Each class is to have working walls for English and Mathematics. Classes will also have a topic display which will have a question as a title taken from our learning challenge curriculum it should incorporate some element of the KWHL grids or other clear AfL strategy (e.g. identifying questions to be answered), Maths and English links should also be included. These guidelines for display can be interpreted by each class teacher according to their focus and year group but should be clearly evident in each classroom with a view to promoting continuity throughout the school.

Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- agreed by the children and clearly understood
- fair and consistent
- realistic and positive
- kept to a minimum but enforced

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the Behaviour policy.

Achievement

- verbal or written praise by teachers, peers, Head teacher and parents;
- displays of work;
- opportunities to perform or share;
- positive notes;
- the awarding of dojo points;
- Use of Twitter;
- Certificates in Achievement Assembly.

5 The role of governors

5.1 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 good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the annual head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

6 The role of parents

6.1 We believe that 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' evenings to report to parents in which we explain the progress made by each child and indicate how the child can improve further;
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

6.2 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;
- ensure that their child is equipped for school with the correct 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

7.1 We are aware of the need to review the school teaching and learning 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 the school.