



Frimley Church of England School Teaching & Learning Policy

Review Period: 3 years

Next Review: Autumn 2017

Aims and Purpose:

Any attempt to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

Our Teaching and Learning policy aims to ensure that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

By adopting a whole school approach to teaching and learning in our school, we aim:

- to provide consistency of teaching and learning across the school.*
- to enable teachers to teach as effectively as possible.*
- to enable children to learn as efficiently as possible.*
- to give children the skills they require to become effective lifelong learners.*
- to provide an inclusive education for all children.*
- to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.*

*There is no single recipe for improving teaching and learning in our schools. However, this policy outlines some of the **key elements** which are key to raising standards in teaching and learning. It is used as an on-going means of self-appraisal and as a reference point during observations and performance management. It sets out clear expectations; provides a standard uniform approach; can be easily monitored and ensures equal opportunity for all our pupils.*

The Teaching & Learning Policy for Frimley Church of England School is incorporated into "The Frimley Way", which is distributed to all staff and Governors

Our understanding

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:-

- Knowing you have succeeded
- Feeling you can do more
- Explaining what you have learned
- Applying it to other situations
- Teaching it to someone else
- Feeling good about yourself

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.

Effective learning requires effective teaching. When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

For **effective teaching** to take place there are a number of 'ingredients' that we feel are needed:

- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan
- A clear learning objective shared with the children both visually and aurally
- A clear link to previous and future learning
- A review of the learning at the end of the lesson
- Appropriate challenge for all children
- Teacher modelling through effective use of 'teacher talk' time
- Be appropriately and readily resourced
- Good questioning
- Quality Interaction between teacher and pupil and pupil and pupil
- Pace
- Enthusiasm
- Involvement of all the children
- Excellent behaviour management
- Opportunities for independent learning
- Elements of visual, auditory and kinaesthetic learning
- Follow up feedback through effective, interactive marking

Our responsibilities

We will ensure that our curriculum is memorable and relevant. Through our planning; delivery; creative use of resources and personnel, professional development and training, we will aim to make teaching and learning at Frimley Church of England School outstanding.

Our approach to effective teaching and learning

- Our teaching is based on our knowledge of children's level of attainment and we have high expectations of all children. We take into account ability and any additional educational needs.
- We set targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child termly and set revised targets. Children have a good understanding of their own targets which are displayed in their English and Maths books.
- Lessons are planned with clear learning objectives and we evaluate all lessons so that we constantly look for opportunities to improve our teaching.
- We monitor children's progress in the lessons as well as through marking at the end of lessons
- Our teachers and support staff make a special effort to establish very 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 staff follow the school policy with regard to discipline and classroom management. We praise children for their efforts and help to build positive attitudes towards school and learning in general. We insist on good behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy. We aim to teach in an atmosphere of trust and respect for all.
- We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.
- Children sometimes work in small intervention groups outside the classroom with an adult to boost their learning.
- All our staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice. Regular monitoring provides feedback and next steps to help us make teaching and learning even better.
- Staff have responsibility for key areas of learning and support other staff to develop their skills in these areas.
- We share the learning with parents through our regular newsletters.
- Pupil Voice in our school is very strong and we have an active School Council who are regularly consulted on school choices and decisions.

Clare Wright

September 2014.