

Glenmere and Langmoor

Teaching and Learning Policy

Contents

Teaching and learning statements
Developing the learning environment
Developing the teaching environment

Teaching and learning statements

As teachers we will...

- *plan carefully for must, should and could groups
- *deliver purposeful lesson linking them to real-life situations and problems
- *build on links with other subjects
- *include open-ended questions and challenges in our lessons
- *check on what you already know and help you to learn more
- *deliver your lessons with speed and challenge
- *share the next steps for learning with you
- *share with you what you are going to learn and how you will know if you're successful
- *expect you to work hard and do your best
- *assess your learning every day and use this to help you move on to the next stage
- *make sure that in our lessons we use different methods to help you learn

*work closely with other adults to help you in your learning

*try to make lessons interesting and exciting

As learners we will...

*participate in paired talk

*stay on task

*follow agreed classroom rules, rewards and sanctions

*read and reply to teachers' comments

*complete homework on time

*take responsibility for our own work e.g editing

*make sure we do "good sitting", "good listening", "good looking"

*be ready to answer

*feel comfortable and confident in asking for help

*help others if needed

Developing the learning environment

Improving the range and quality of learning opportunities

Through linked units- including

*relating work to real life

*enhancing inter-subject understanding

*providing stimulating and inspiring projects

*acting as the 'expert' working on a dilemma

At home with parents- including

*Setting and marking high quality homework

*Half-termly updating of new curricular target

*Two parents evenings with information about targets and levels

*Literacy and numeracy workshops

*Family learning sessions

*Termly homework challenges

*Multiplication/ Reading booklets

Through our displays – including

*Literacy, numeracy and science boards in each classroom as appropriate

*Interactive displays on corridors

Through learning first hand (visits and visitors) – including

*all year groups to have a termly visit and visitor related to a topic or work unit

*emphasis on investigation and experiment

*bringing in artefacts and examples from home

Through paired and group work- including

*paired reading between year 3 and year 5

*links between year 4 and 5 – writing for an audience

*use of groups where practicable

Through planning and assessing for learning opportunities including

*learning opportunities and success criteria clearly identified on planning

*evidence of continuous assessment taking place in lessons and informing

- *planning: use of whiteboards, informal checks on learning, discussions with pupils
- *setting of individual targets – reviewed regularly
- *identification of ‘next steps’ for learning and discussion with children
- *marking for learning – comments indicating what children need to do next
- *time for reflection and discussion of learning strategies
- *‘talking learning’ on a regular basis

Through problem-solving and real-life examples – including

- *Giving relevant real-life examples during unit/work introductions
- *explaining the purpose and reason for learning
- *problem-solving in lessons – using real-life examples where possible
- *children bringing their own examples

Through creativity, drama and self-expression - including

- *Role play and improvisation to stimulate discussion and empathise with individuals and circumstances
- *Visual and expressive arts to represent events in different ways
- *Using different mediums for representing learning and valuing these

Through extra-curricular opportunities – including

- *real-life scenarios
- *those that enrich the curriculum
- *those that reflect the children’s interests
- *those that engage children in a range of healthy activities that will encourage a healthy life style for the future
- *an emphasis on enjoyment

Developing the teaching environment

Improving the quality of and opportunities for teaching through:

Providing support for teachers to meet their performance management objectives

- *INSET course
- *Resources
- *Advice from colleagues
- *Non-contact time

Providing professional development

opportunities *In house

- *LA and externally provided
- *Secondments

Ensuring the necessary resources are readily available

- *To support subjects/topics/ units
- *To support classroom management
- *To support independent learning
- *To support preparation and planning
- *To support the assessment process

Protecting the work-life balance for teachers

- *Monitoring of number and duration of meetings
- *Use of IT to reduce workload
- *Creative use of INSET
- *Monitoring of number of observations
- *Careful timing of events across the year

Ensuring that PPA time takes place

- *Carefully considered plans in place to enable best value and quality
- *Ensuring reliability
- *Agreed methods of planning, recording and reporting

Ensuring that there is a minimum number of interruptions to classes during the school day

- *Agree less disruptive methods of passing on information
- *Agree ground rules for when it is reasonable to interrupt and when not

Providing an exciting and stimulating curriculum map

- *Have established a considered approach to the curriculum which makes teaching interesting and fulfilling
- *Develop the curriculum in consultation with staff to consider what is best for this particular context
- *Have established ways of sharing expertise between staff and cutting down on overlap

Requesting only necessary planning

- *Have agreed approaches to sharing planning enabling those needing access to it to see it without duplication
- *Have opportunities established for sharing and cooperating in the production of planning
- *Have advice available from subject leaders to support planning

Ensuring that additional adult support is available when necessary

- *Through the effective deployment of TAs
- *Through the use of volunteers
- *Through team-teaching and paired teaching