



Teaching and Learning Policy

Rationale

Through high quality teaching and learning, staff at Cestria will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help prepare them to make a mature and crucial contribution to society as an adult.

Aims

Our shared vision of what learning is:

Learning is a lifelong process of active engagement with experience, involving the development or deepening of skills, knowledge, understanding, values, ideas and feelings, in order to make sense of the world and ones place in it.

We recognise the elements that contribute to becoming an effective learner and aim to instil this in all our pupils. Through our teaching we aim to create learners who are:

- Actively engaged, self-motivated and inspired
- Believe that effort leads to success and takes satisfaction from their successes
- Collaborate with staff and peers to contribute to their learning
- Clear about what needs to be achieved and know their own next steps and personal targets
- Can articulate their learning to confirm understanding
- Confident in their own abilities to learn and improve
- See mistakes as a way of learning, resilient in the face of challenge
- Questions and hypothesizes
- Build on, and make links to, prior knowledge
- Progress towards increasing independence
- Transfer skills to other situations

We believe learning is the core purpose of our schools. It is therefore essential to continually review and evaluate the teaching for learning in the classroom in order to make it more effective.

Approach to Teaching and Learning

We strongly support the expectation that the majority of pupils will move through the programmes of study at broadly the same pace. We have adopted throughout the school a mastery approach to teaching and learning. Pupils who grasp concepts rapidly are challenged through being offered rich and sophisticated problems before any acceleration through new content. Any pupils who are struggling to grasp new learning are given appropriate tasks with scaffold activities and timely intervention in order to catch up.

Effective Teaching

Teachers will consider intended learning outcomes, and the needs of the children when planning, content and activities. Our approach strives to ensure that learning is built on solid foundations, which do not need to be retaught, and there is less need for separate catch up programmes for pupils who fall behind. Teachers will focus on the quality of teaching that leads to successful learning by considering what the core principles of successful learning are:

- Ensure every learner succeeds; set high expectations
- Build on what learners already know; structure and pace teaching so that they understand what is to be learnt, how and why
- Make learning of subjects and the curriculum vivid and real
- Make learning an enjoyable and challenging experience; stimulate learning through matching teaching techniques and strategies to a range of learning styles and needs for all pupils of all backgrounds, abilities and dispositions.
- Develop learning skills and personal qualities across the curriculum, inside and outside the classroom and use professional development time to improve subject knowledge
- Use assessment for learning to make individuals partners in their learning

Teaching promotes high quality successful learning when there is;

- Good subject knowledge
- Clear objectives which are shared with the children and parents, so that all children and adults understand the intended learning outcomes.
- Lesson structures which impart knowledge and develop understanding through effective use of lesson time.
- A variety of teaching styles and strategies, which reflect the needs of the children, subject matter and learning outcomes.
- All pupils are treated with dignity and relationships are rooted in mutual respect
- All staff are committed to promoting our shared values
- Clear strategies used for Assessment for learning

Successful Learning Environments

We appreciate that the environment around our pupils has an impact on the extent to which children learn and we believe that pupils learn best when;

- There is a high expectation of achievement and behaviour which is consistent applied and encourages positive attitudes in our pupils.
- Activities and experiences are relevant. The children know what is expected of them, know what they have to do, why they have to do it and understand how it will help them.
- Children are aware of their next steps and fully aware of targets.
- There is continuous assessment during lessons and identification and support for those pupils who are falling behind.
- The principles of Formative Assessment are used so children are actively involved in their own learning.
- Children are encouraged to think independently and express their ideas. Their natural enthusiasm for learning is both valued and encouraged.
- Problem solving activities are used to challenge pupils before new content is introduced.
- Clear routines for working are established known by the staff and the children.
- Teachers ensure that pupils and other adults in the classroom are aware of learning intentions and success criteria.
- Teachers reflect systematically on the effectiveness of lessons and their approaches to teaching.
- Resources are well organised, in good condition and easily accessible by the children to foster independence.
- Physical environment is focused on learning, reflecting successful learning and positive about learning.
- Children feel secure in their surroundings and are safe to take risks. All staff have a high regard for the need to safeguard all our pupil's well-being.
- Displays are of a high standard and used as a learning resource to show prior and future learning as well as to promote success by valuing children' is accepted as a mutually beneficial process.
- Regular feedback is given to children both orally and written
- Teachers set homework which consolidates and extends the knowledge and understanding pupils have acquired.
- All staff develop professional relationships knowing when and how to draw on colleagues for support and advice.

The following questions are frequently asked as a process of reflection by ALL;

In the classroom:

- *Is learning taking place?*
- *Is it appropriate?*
- *Is it challenging for all pupils?*
- *Is it enough? (Progress)*
- *How is the teaching helping or hindering the learning?*
- *Do we share our good practice?*
- *Is our communication with parents, governors and the wider community effective?*

Teaching and learning are monitored robustly in our schools to ensure a consistency of approach and the impact of approaches on learning for all our pupils.

Policy date: January 2019

Review Timescale: Annually