Aim

To raise standards of attainment of all pupils by providing high quality teaching to bring about effective learning based on current knowledge and understanding of how children learn best.   At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Objectives

- To develop in all children a joy of, and commitment to, learning.
- To give clear guidance on teaching expectations at The Tynings School, establishing consistent practice, progression and continuity in teaching and learning.
- To establish a teaching a learning ethos in the school that uses current research and national guidance.
- To ensure that effective assessment is key to future learning.

Strategies

We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. We take this into account when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving.
- Research and finding out.
- Experimentation and practical exploration.
- Use of concrete resources.
- Group work within class or cross phase.
- Paired work.
- Independent work.
- Whole class work.
- Asking and answering open and closed questions.
- Explaining their own ideas or opinions; we use 'Philosophy for Children' to support children's development of questioning.
- Use of the computer, IWB and other ICT resources.
- Fieldwork and visits to places of educational interest.
- Creative activities.
- Debates, role-plays and oral presentations.
- Speaking and listening activities.
- Designing and making things.
- Participation in athletic or physical activity.
- Drama and dilemma tasks in PSHE.
- Encouragement of home learning.
- Regular opportunities to showcase their learning to peers, parents/carers.

We use the seven dimensions of learning power identified by Effective Lifelong Learning Inventory (ELLI). This approach enables children to think about learning more explicitly in the classroom. This is through teaching pupils strategies to plan, monitor and evaluate their own learning. It enables learners to be aware of their strengths and weaknesses as a learner, being able to set and monitor goals and having strategies to choose from or switch to during learning activities. ELLI develops children's meta-cognition and self-regulation skills; skills needed to plan and manage their own time and learning, keeping themselves motivated towards progressing and developing as a learner.

Planning

- Procedures for planning and managing the delivery of the core areas of Mathematics, Reading, Writing and Phonics can be found in the corresponding policies.
- Procedures for planning and managing the delivery of all other curriculum areas can be found in the Curriculum Policy.

Classroom Environment
- The classroom environment reflects the importance placed on learning at The Tynings. Children's learning is documented through the use of 'Learning Journey' displays; evidence of cross curricular learning is included in such displays. Classrooms are attractive, welcoming and organised for learning. Resources are accessible as appropriate and clearly labelled.
- We are committed to providing a dyslexia friendly learning environment as we believe this approach benefits all children, not just children who display dyslexic tendencies. (Presenting Written Information) is a series of guidelines for presenting written information base on good practice to support children with dyslexic tendencies. In addition, and where appropriate, children who display dyslexic tendencies will e provided with resources to support them access and achieve, for example writing slopes, coloured transparencies, seat wedges and a variety of pens.
- All classrooms have a visual timetable and learning aides are widely available.
- Boards are backed in common colours to support children accessing subject specific material, with yellow being used for Literacy and blue for Numeracy.
- When written work is presented, in keeping with our commitment to being a dyslexia friendly school, the guidelines in Appendix 2e (Presenting Written Information) will be followed.
- Specific guidance on the inclusion of Reading, Writing and Mathematics in the classroom environment is included in the corresponding policies.
- Further guidance on ensuring the classroom environment is inclusive is included in the SEN policy.

Delivering Lessons
- All lessons have a clear focus drawn from the teacher's knowledge of the children's needs. Children are made aware of the learning focus through the use of WALT (We Are Learning To) and WILF (What I'm Looking For). In Y1 to Y6 In Literacy and Numeracy lessons the WALT and WILF are presented on a sticker and the children are encouraged to refer to them throughout the lesson and to self-assess against the success criteria (WILF) at the end of a lesson. In other subjects the WALT is used as the title and made clear to the children, usually at the start of a session although this can depend on the style of the activity; it could be a focus of the lesson that the children reflect and identify their learning through investigation and questioning for example.
- Material for lessons is interactive and stimulating, using visual, auditory and kinaesthetic (VAK) approaches to support the learning of all children.

- Lessons across the curriculum are linked to the theme whenever possible and appropriate. A cross curricular approach is the basis of our curriculum planning.
- Assessment for Learning (AfL) strategies are used consistently across the curriculum. This includes; plenaries and mini plenaries, review of previous learning, self and peer assessment, questioning (open, closed and targeted)
- Lessons across the curriculum include strategies to keep children engaged in learning. This includes; partner talk, individual, pair or group work, a mix of independent and guided sessions, practical activities, following children's interests where possible, linking learning with current/relevant events.

Assessment

On going assessment means teachers can quickly understand how much new learning has been taken in. There are many opportunities for this; through questioning during the lesson, through marking work, through discussion with children and during plenaries. This type of assessment gives teachers an initial indication of the progress that is being made by individuals or groups.

There are six assessment points throughout the year, one each term. These provide clear evidence of National Curriculum attainment and progress. All assessments are used to inform future planning. Children are also encouraged to develop the skills of peer and self-assessment; for example, this is done through children ticking the WILF, completing marking ladders, referring to ELLI learning powers.

The role of governors

Our governors support, monitor and review the learning and teaching within the school. This is done through;
- Supporting the use of appropriate teaching strategies by allocating resources effectively.
- Ensuring that the school buildings and premises are best used to support successful teaching and learning.
- Monitoring teaching strategies in the light of health and safety regulations.
- Monitoring the effectiveness of teaching and learning strategies in terms of raising pupil attainment through subject leader meetings/presentations and data analysis.
- Ensuring that staff development and performance management policies promote good quality teaching.
- Monitoring the effectiveness of the school's teaching and learning policies through the school self-review processes. These include the head teacher's reports, visits to lessons or other activities, reporting to the head teacher and FGB, meeting with the subject leader of their subject.

The role of parents (see the Home-School Agreement)

We believe that parents have a fundamental role to play in helping children to learn and responsibility to support their children and the school in implementing school policies.

Many opportunities are found for involving parents:
- Through home learning.
- Workshops in school to enhance understanding of particular curriculum areas and the teaching and learning strategies used (e.g. Calculation strategies in maths)
- Providing curriculum information (e.g. termly curriculum newsletters)
- Head teacher led family forum discussion sessions.
- Effective parent consultation evenings.
- Inviting parents into class/assemblies/end of theme celebrations on a regular basis.
- Informal chats at the end of the school day (with class teachers, or on the gate with a member of the PLT)

Parents have the right to know of any concerns regarding their child's learning (including their child's behaviour having an affect on learning) and teacher have the responsibility to inform parents of their concerns.

We expect parents to:

- Ensure that their child has the best attendance record possible and arrives punctually.
- Ensure that their child comes to school feeling confident, positive and ready to learn.
- Do their best to keep their child healthy and fit to attend school.
- Ensure that their child is equipped for school with the correct uniform, PE kit, water bottle and appropriate clothing (e.g. coat, sun hat).
- Inform school if there are matters outside of school that are likely to affect a child's performance or behavior at school.
- Promote a positive attitude towards school and learning.
- Provide a healthy packed lunch (for those children not having a school meal)
- Support their child by attending parent's evenings and being actively involved in the child's learning and any strategies to improve their learning.
- Fulfill the requirements of the Home-School Agreement.

Equal Opportunities

All members of the school community have the right to access good quality teaching and learning as part of our desire to offer an inclusive education. Teaching is differentiated to take in to account differing abilities and talents. Expectations are high for all. Barriers to learning need to be understood and overcome where possible.

Details of interventions and subject specific strategies can be found in the appropriate policies.

Issues related to unequal access or progress are recognised and dealt with quickly. Cultural heritage and background is recognized and promoted.

Success Criteria for the Effective Use of this Policy

1. Progress and attainment of children is at least in line with national expectations.
2. Expectations are high.
3. Planning is consistent and informed by a comprehensive knowledge and understanding of assessment data.
4. Children are involved in their own learning, with children becoming more responsible for their own learning as they progress through the school.
5. Children can talk confidently about themselves as learners.
6. Lesson delivery is effective and all learners make progress.
7. Parents are involved and informed – feedback is positive.
8. Classroom environments support and celebrate learning.

Monitoring, Evaluation and Review Procedures

- The Head teacher and Deputy Headteacher monitor generic teaching and learning and curriculum leaders monitor subject specific teaching and learning through; lesson observations, work and planning scrutiny, pupil conferencing, learning walks and drop-ins.
- Monitoring refers to the above success criteria as well as the lesson observation gradings and expectations set out in subject specific policies.

- Monitoring will take place in line with the priorities laid out in the Raising Achievement Plan (RAP) and School Development Plan (SDP).

Review

Evidence and evaluations from the monitoring process will be fed back to PLT for review. Any necessary steps will then be taken to address identified needs e.g. through professional development.

01/05/14	Recommended by CC (with edits)
15/05/14	Ratified by FGB

Presenting Written Information

- Use off-white coloured paper where possible

- Use a minimum of 14pt text

- Use rounded fonts such as Arial, Tahoma or Helvetica

- Keep lines left justified with a ragged right edge

- Use line spacing to break up text

- Use wide margins and headings. Highlight margins.

- Use bold to highlight (not italics or underlining)

- Use bullet points instead of numbered lists

- Write clear, concise sentences and instructions

- Use flow charts to represent information visually where possible