

Lord Deramore's Primary School

Learning and Teaching Policy

Definition of Learning

"Learning is an active process, done by people, not to them, a product of doing rather than receiving" (Mike Hughes 2008).

Learning

At Lord Deramore's we believe learning is essentially a meaning making process enabling children to make the connections between what they already know and new information they experience.

As teachers we must teach in the way children learn; rather than expect children to learn in the way we teach.

This means that learning is our core purpose.

We believe children learn best when

- They are treated equally, with care and respect and when they are valued as individuals
- The learning environment is stimulating, well organised and child centred
- They are given opportunities to develop awareness of themselves as a learner and in turn reflect, explore and extend their own learning
- They feel confident to take risks and thrive on challenge
- They have grasped key skills and strategies which enable them to become independent, inquisitive, creative, flexible and reflective learners

Teaching

Teachers teach best when "they understand they are the decisive element in the classroom. It is the teachers approach that creates the climate and the mood of the learning environment." (H. Ginott 2009)

As a teacher we should not underestimate the power we have in influencing how a child feels about themselves. In all situations it is the teachers response that decides whether a crisis/situation will be escalated or de-escalated. It is our job to make a positive difference to children's lives by valuing them as individuals.

At Lord Deramore's we aim to provide the experiences and examples from which children may gain knowledge and develop skills and attitudes with which to face the future with confidence. As part of this we aim to encourage in children a positive sense of self and social awareness towards each other, the school and the environment. We focus on motivating all children and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. The children help set the curriculum plan or topic approach and the various outcomes they wish to achieve, whilst taking into consideration the National Curriculum objectives.

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To support our learning ethos teachers will

- Lead lessons which are well planned and have clear learning objectives
- Teach with purpose, high expectations and pace suited to pupils' needs
- Provide learning opportunities which are suitable to the age, ability and interests of the pupils
- Manage the class well at all times
- Have a good use of appropriate resources and classroom displays
- Use a range of suitable teaching styles
- Establish classroom routines that are understood by all
- Have positive relationships with all pupils
- Develop positive strategies for motivating pupils through reward and praise
- Have clear expectations of standards for pupil attainment and conduct
- Give good feedback to pupils, orally and through marked work which gives them a clear idea about how to improve
- Use marking which is positive and consistent with school policy
- Provide records which are clear and used to inform the next steps of learning
- Develop pupils' skills in self assessment
- Be sensitive to the equality of opportunity for all
- Ensure the needs of all pupils are met

Teachers in our school have expectations which challenge pupils' thinking, extend knowledge and deepen understanding. To support this teachers

- Use evidence of pupils' previous achievement
- Demonstrate an understanding of pupils' backgrounds
- Have a clear and shared understanding of the importance of accurate and well presented work
- Encourage pupils to think creatively and imaginatively and to examine their work critically
- Develop a desire to learn through stimulating lessons

Governors determine, support, monitor and review the school's approach to 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 used optimally to support teaching and learning
- Seek to ensure that staff development and appraisal promote quality first teaching

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- Monitor the effectiveness of the school's learning and teaching approaches through self- evaluation, subject leader reports, assessment and data tracking processes, headteacher reports and staff development training sessions

Parents/carers have a fundamental role to play in helping children to learn. We do all we can to inform parents/carers about what and how their children are learning

- By holding parents' evenings to explain our school strategies
- By sending information to parents/carers via parentpay/ website which outlines the topics children will be studying during the term
- By sending regular reports in which we explain the progress made by each child, and indicate how the child can improve further
- By explaining how parents can support their child with homework and investigative work

Learning leads to lasting changes in belief and behaviour.

Written by the staff after
Transforming Learning Training and adapted following new curriculum guidance in 2015



Approved by Curriculum Committee

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