

Balcombe C E (C) School



Teaching & Learning Policy

Adopted by Governors: Feb 2010

Reviewed: Jun 2015
Nov 2017

Next Review: Nov 2019

Introduction

We believe that the **quality of teaching** is the most **direct influence** on pupils' learning, the standards they achieve and the progress they make.

We believe that our aims **underpin all that we do**. We know that each of these aims must be in place in order for every child to reach their full potential.

Key Planning Criteria

- The provision of **self-initiated, child led learning**, especially in the Early Years and into Key Stage 1, but also throughout the school
- Teachers provide **quality, differentiated** planning to ensure all children met age related expectations
- Teachers plan for the varying **learning styles** of the children
- Make **learning intentions** specific and clear, reviewing these intentions throughout the lesson
- Teachers plan to **incorporate technology** where this aids teaching and learning
- Teachers use on-going and **constant assessment** to inform practice
- Teachers use **focussed assessment opportunities** to inform forward planning (medium and long term)
- Teachers set aside time for children **to reflect** on own learning
- They **lead by example**, being the lead learners

Key Teaching Strategies:

- Teaching takes account of the different **learning styles (visual, auditory, kinaesthetic)** and appeal to all three
- Lessons are based on **first-hand experience** and use first-hand resources where possible
- Teachers maintain a **high level of expectation** of all pupils at all times
- There is an effective use of **questioning** (especially **open-ended** questioning)
- Lessons are **relevant and engaging**
- Children are encouraged and taught to identify the **next steps** in their learning
- Children are **given quality thinking time** to encourage enquiring minds
- Children are **given opportunities** to make choices about their learning

The Learning Environment should promote good learning by:

- Being a **safe** environment, where the **ethos and atmosphere** are conducive to **risk-taking**
- Being an environment where the **contributions of all learners** are **valued** and **trust** is engendered

- Encouraging the **promotion of independence** in each area of the classroom – resources should be organised and well looked after
- Nurturing **pride in and responsibility for** the classroom and their work
- Displaying current work and prompts for learning
- **Celebrating each child's achievements and high standards**

The Learners Will:

- Demonstrate our **Core Values: Aim High, Work Together, Persevere, Take Pride, Be Independent**
- Know the **learning objectives** for each session
- **Learn, consolidate and extend** knowledge, understanding and skills
- **Respect the aims** of the school and **positively contribute** to its ethos
- Be able to **learn from their mistakes** within a climate that **encourages risk-taking** as a learner
- Be given support, time and the optimum **opportunities to succeed**
- Be able to **apply knowledge, skills and understanding** – learning how to learn