



## Teaching and Learning Policy

Approved	December 2014		
Review Date	Autumn term 2015		
Signed (Principal)		Name	
Signed (Chair of Local Governing Body)		Name	
Signed (Company Secretary)		Name	

**Written by Rachel Jacob Executive Principal**

**June 2014 (to be reviewed by all staff 2015)**

## **Aims**

Our aims for Teaching and Learning are that all children will:

***“learn to love learning through the joy of what they are doing” (Clarke 2003)***

*We will achieve this through:*

- Valuing the learning contributions of everyone in the school community and wider Mitcham community
- Providing an engaging, project based and creative curriculum for active thinking and learning
- Providing a curriculum that provides opportunities for developing positive assets to learning and thinking
- Learning experiences that are relevant, meaningful and fun!
- A curriculum that is diverse and inclusive encouraging independence, positive self esteem and confidence.
- Encouragement and guidance to become emotionally intelligent; creative and reflective.
- A skills led approach ensuring learning foundations for growth as confident, successful citizens.
- Celebration of achievements and success for all.

## **Principles of Teaching and Learning**

**We see teaching and learning** as a process of co-operative team work and welcome and encourage the involvement of parents and others in the local, national and international community.

**All members of the school community** (teaching and non-teaching staff, parents, pupils and governors) work towards the school’s aims by:

- regarding children as individuals and respecting their rights, values and beliefs.
- fostering and promoting good relationships and a sense of belonging to the school community through grace, love and fellowship.
- providing well ordered and creative learning environments in which all are fully aware of behavioural expectations.
- providing a range of environments which inspire everyone’s learning and allow choices for everyone.
- offering equal opportunities in all aspects of school life and recognising the importance of differences.
- encouraging, praising and positively reinforcing good relationships, behaviour and work.
- working as a team, supporting and encouraging one another.

## **Teaching (Facilitation of Learning)**

***“Turning mere facts into personal meaning is the central element in learning and facilitation of learning for all children” Colin Rose***

***“Before I teach you, I must first reach you” Unknown***

In this school we recognise teaching as the facilitation of learning. This involves everyone encouraging the use of thinking to learn and learning to think in an enquiry and solution based working environment. We recognise the importance of good and outstanding teaching when:

- The Curriculum is well planned and includes:
  - \*Clear learning intentions and steps to success which are created by and shared with all children
  - \*Differentiated Plans and Activities involving different groupings of children centred around higher order questioning
  - \*Personalisation of learning through a range of approaches
  - \*Project based learning that links to children's interests, motivation to learn and has a clear link to the Early Years Foundation Stage Curriculum and New Primary National Curriculum
  - \*Clear assessment for learning with rigorous tracking of children's progress
  - \*Resources used effectively
  - \*A wide range of motivational stimuli are used to engage learners and enhance learning
  - \*Fostering of children's talents and diversities
- Teachers have high expectations of their pupils work and behaviour reinforced by calm and effective classroom management and positive relationships.
- Teachers use a variety of approaches (the teacher's toolbox) that promotes pupils' thinking and understanding
- Teachers use thinking tools as a scaffold for thinking to learn and learning to think
- Teachers raise self esteem and develop positive relationships with pupils and parents
- Teachers work together as a team, valuing each others contributions

### **Leading Learning**

As a teaching and learning team at Benedict, we believe we are all lead learners/facilitators of learning in the classroom and in the school as a whole as 'connected leaders'. This incorporates:

- Shared understanding of and commitment to learning
- A learning environment that includes everyone and is a stimulus for all

- Cognitive and Meta cognitive learning in all lessons
- Learning that is driven by individual, group and whole school needs and adapted, supported and challenged accordingly
- Commitment to whole school drivers within thinking, personal, social, emotional education, citizenship, music and the performing arts
- Commitment to life-long learning for all
- Joined up thinking

We believe:

**“ The main thing and our challenge is to keep the main thing the main thing and remember.....the deeper we understand the learning process the better we are able to facilitate it to others.”** (Hughes, NCSL, 2007)

### Learning For Our Children

***“Learning is triggered and sustained through curiosity” (John West Burnham)***

***“The most important thing is that we no longer think of children as objects into which you push something called knowledge, and if it won’t go in you give it a knock. Rather we should think of them as individuals, growing in self belief and learning, with learning as part of their growth....” (C. Schiller)***

In order to be an effective learner, children must have self-belief. This self-belief:

- is learned
- is built on through initial and ongoing curiosity
- is reinforced through the everyday experiences of the learner
- is capable of change
- affects all thinking and behaviour
- influences all thinking and performance
- can be built and developed

Once children have that self-belief, we recognise that children learn best when they:

- **Belong** – children and parents as an integral part of the Park family and learning community
- **Have aspirations and experience** – through encouragement, praise, working towards achievable goals and making personal decisions
- **Recognise self-worth** where a culture that promotes effective thinking through grace, love and fellowship, highlights areas of strength and supports opportunities for development
- **Understand thinking to learn and learning to think** where we endeavour to : “...teach them to think and they’ll learn for a lifetime” (David Hyerle)
- **Feel safe** in a stimulating environment where policy and rules are consistent and fair

Quality teaching and learning needs to take place in an indoor and/or outdoor environment which includes:

- an attractive, welcoming and well organised setting engendering respect, care and value for all resources.
- classrooms that are interactive, creative and provide motivational stimulus for learning
- classrooms where resources are easily accessible, clearly labelled and available for children to use independently where appropriate.
- encouraging children to take pride in their environment and be aware of their role in keeping it clean and tidy.
- ensuring displays of work are changed regularly and are appropriate and stimulating
- ensuring there are working walls for literacy, numeracy, topic and thinking
- high standards of health and safety