

## **TEACHING AND LEARNING**

At Eatock Primary School we believe that staff should inspire confidence through having a sound knowledge of the subjects being taught and the child's stage of development. Staff should have high expectations, be enthusiastic, well organised and consistent. They should plan lessons employing appropriate strategies and differentiation, with clear learning objectives, as children make the most progress when they have a clear understanding of the objectives and expectations of the lesson and are motivated when presented with challenging but achievable tasks.

We believe that emotional learning is at the centre of the learning brain and that children learn best in an emotionally, nurturing environment. Children engage in learning when in a stimulating environment, where they feel valued and secure, this develops confidence, independence and mutual respect. This is underpinned by adults within the learning environment having firm and fair boundaries within which the children can learn. High expectations for behaviour and attitudes towards learning ensure high standards. The school is committed to the 'Inclusion Agenda' and strives to ensure ALL children have access to quality teaching and resources.

We believe that every child should have an equal opportunity to achieve.

### **Aims**

We want all our children to:-

- be involved in making decisions regarding their learning and know how they learn best.
- be fully included in teaching and learning sessions.
- develop resilience and a 'Growth Mind set'.
- be proficient communicators, readers and be numerate.
- have a range of opportunities to learn outside the classroom and be immersed in experiential learning.
- achieve the standards expected, or above, appropriate to their age and needs, in all subjects
- be confident users of computers and to be able to apply computing skills across the curriculum
- experience success and be proud of their achievements
- be able to make positive choices in terms of health and personal well being.
- be motivated to learn, experience the satisfaction of learning and know how they learn best.
- have an understanding of their strengths and targets for development.
- have an understanding of the richness and diversity of the society in which they live.
- gain an understanding of the concept of equality of opportunity.

- have developed a range of 'life skills', feel safe and understand how to be safe, including a secure understanding of online safety
- know what's right and wrong and take responsibility for their own actions
- recognise and have developed their differing learning styles (Visual, Auditory, Reading and Kinaesthetic)
- be flexible, independent, confident and well motivated learners, well prepared for their next phase of learning and for their life as 21<sup>st</sup> Century citizens.

### **Teachers should:-**

have confident knowledge and understanding of the knowledge, skills and concepts to be taught ( including ensuring mastery approaches)

know how to plan for progression within English and maths and the Foundation subjects

deliver the school's agreed Curriculum Policy.

enter planning for learning on the school network in the week prior to it being taught.

use medium term planning to plan the unit of work, but take a flexible approach to teaching and learning e.g. child initiated and child led learning.

pre-plan differentiated activities, pupil grouping arrangements and resources using whatever format is helpful to the individual member of staff.

set time targets to ensure the pace of learning and time management skills in pupils, appropriate to the age of the children.

give a clear statement to pupils of the learning objective of the lesson (WALT), the activity and the success criteria (WILF).

use 'live' (at the point of learning) feedback and marking to progress the children's learning.

have plenary sessions throughout the lesson, whereby the learning objective is reinforced by the sharing of work, discussing outcomes , clarifying errors, challenging pupils etc.

ensure other staff, volunteers or students are clear about their role in the lesson and are used effectively to best support learning and progress according to their experience.

ensure student teachers, teaching a class, are closely monitored by the class teacher.

promote confidence in children with the aim of developing their confidence and self-esteem

show enthusiasm to challenge and motivate the children

ensure individual needs are met through monitoring pupils and giving oral and written feedback.

create a stimulating environment (see also Learning Environment Policy)

implement systems which enable the classroom to function smoothly.

use high quality resources which enable appropriate differentiation

### **Planning**

Planning should identify:

- Learning objectives ( WALT )
- Assessment criteria ( WILF )
- All adults working with groups
- Clearly differentiated learning tasks for groups.
- Attainment levels of groups.
- Identify individuals and groups e.g. FSM, SEND etc
- A range of strategies for teaching and learning.
- Consistency throughout school

There is no set school format for planning. Teachers are able to record their planning in any format as long as all the above information is present and it can be followed by other adults working in the class.

### **Medium term Planning**

Medium Term planning should:

- reflect the school's vision and aims
- reflect the school's curriculum intent
- link clearly to the National Curriculum 2014 Year group objectives
- make clear what knowledge, skills and concepts are to be taught and when
- be based on prior achievement and attainment
- contain differentiated teaching objectives addressing process as well as content
- highlight the knowledge, skills and concepts to be taught during each topic
- give clear links to rich and motivating activities and resources
- indicate teaching approaches which will engage and interest the pupils
- contain a schedule for various assessment items in line with school policy
- indicate key vocabulary that might be barriers to learning
- give guidance to support teachers plan in more detail the approaches and resources which will engage and interest the students

- give guidance for assessment activities and strategies e.g. probing questions, self and peer assessment opportunities
- give examples of ways in which learning can be taken beyond the classroom, e.g. consolidation, extension, application, mastery approaches, historical links
- offer prompts for reflecting on and evaluating the lesson in order to inform/review the planned next steps for this unit

### **Teaching styles**

We believe there is no 'one size fits all' teaching style; teachers need to be flexible and adaptable and change their style to suit individuals, groups, or the subject being taught. They need to bear in mind that their teaching style may not suit all the children's learning style! Staff should be aware of planning lessons with Emotional Intelligence that incorporate the use of the outdoors and meet the needs of a variety of learning styles. Lessons should provide opportunities for brain breaks. Staff should adopt a balance of teaching styles and organise a range of pupil groupings and have a commitment to learning inside and outdoors. Staff must provide regular feedback as they are teaching.