

IVY LANE SCHOOL



TEACHING AND LEARNING POLICY (IVY/POL007)

Review date	Date agreed	Next review
June 2009	July 2009	Term 5 10/11
May 2011	May 2011	Term 5 12/13
July 2013	July 2013	Term 5 14/15
October 2015	October 2015	Term 1 16/17

IVY LANE PRIMARY SCHOOL TEACHING and LEARNING POLICY

Rationale

Ivy Lane's vision - 'Learning for Life' - incorporates our belief that all children have an entitlement to the highest quality of teaching and learning. To support this, the school has a clear structure for learning experiences. Within this structure, each child is valued as an individual and is supported to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being.

All children regardless of gender, race, religion or physical disability, will feel valued by the school and have equal access to all that the school has to offer.

At Ivy Lane School we believe in 'Learning for Life'. We aim to equip *every* child with *both* the skills to be successful beyond their primary years *and* a life-long appetite for learning.

We aim to achieve this by:

1. Having high expectations of *all* children in their learning
2. Promoting high standards of behaviour & the school values
3. Providing opportunities for parental partnership & involvement
4. Valuing high attendance
5. Offering a broad & balanced curriculum with a local, national & global focus
6. Aiming for *all* our children to be competent readers and read for pleasure
7. Harnessing technology to support learning
8. Promoting sports and healthy lifestyles
9. Teaching 'Learning for Life' skills
10. Giving *all* children the opportunity to experience the arts & the 'natural world'
11. Utilising the local and wider community to encourage 'out of class' learning
12. Providing opportunities for *all* our pupils to be active citizens within the school & wider community

TEACHING

We believe that children learn best when

- Key processes or ideas are clearly modelled so that children fully understand what is expected of them
- There is inspirational teaching which harnesses enthusiasm and develops a thirst and motivation for learning in our pupils
- Technology is used throughout the curriculum to engage and learn new things in different ways
- There are regular and frequent opportunities to learn outside of the classroom in any subject
- Teachers have excellent subject knowledge so that they can cater for the needs of all the children in a class
- Children understand what they are learning, why they are learning it and how they are going to learn it (steps to success)

LEARNING ACTIVITIES

We believe that children learn best when

- Our lesson objectives are clearly aligned with the new national curriculum
- Our lesson objectives are learning led and activity based. We believe that children should develop a range of skills which they can apply in a range of contexts.
- Lesson resources are carefully prepared so that children can maximise their learning
- English lesson objectives are grammar & sentence level led. Our text and genres are just the vehicle for learning
- Pupils are given frequent opportunities to develop their spoken language skills

ENGAGEMENT

We believe that children learn best when

- All children in a class have opportunities to respond to the class teacher (no hands up approach)
- There is more pupil talk vs teacher talk in class
- Children have the opportunity to ask their own questions in class

MATCHED LEARNING

We believe that children learn best when

- There are opportunities to revisit objectives from previous year groups if there are any gaps in learning i.e. learning should be personalised
- Given opportunities to think more deeply and develop 'mastery' against national curriculum objectives
- Given the opportunity to combine skills and solve problems
- There are cross-curricular opportunities which enable children to apply skills from a variety of subjects

HIGH EXPECTATIONS

We believe that children learn best when

- Behaviour for learning is exemplary. We believe that this can be achieved by providing the right level of challenge in the classroom through pitching learning appropriately
- There are high expectations for the standard of presentation in books
- Encouraged to always speak in full sentences
- They are able to use standard English
- They are given the opportunity to use technical vocabulary in their learning (language rich learning in all subjects)

ASSESSMENT & FEEDBACK

We believe that children learn best when

- Marking is high quality and focuses around the learning objective of the lesson
- They are given frequent oral feedback so that they understand how to further their learning
- They respond to marking in their books and fully understand their 'next step'
- Teachers frequently check understanding and reframe tasks when necessary
- IEP targets are used as part of the marking process

QUESTIONNING

We believe that children learn best when

- Teachers and teaching assistants ask a range of open questions which promote longer responses
- Teachers and teaching assistants ask higher order questions to promote deeper thinking
- Teachers and teaching assistants use the TED model (Tell me, Describe, Explain) to frame questions
- They ask questions themselves

LEARNING NEEDS

We believe that children learn best when

- Opportunities for all children are clearly planned into daily lessons
- There is specific planning for those children with SEND
- There is specific planning for those children who speak English as an additional language
- There is specific planning for those children who are attaining highly in the curriculum
- The use of additional adults is well thought and planned
- A range of resources are used to help them understand the subjects that are being taught
- Home learning tasks are matched to their learning in the classroom

To be read in conjunction with the following documents:

IVY/POL/031 Inclusion: SEN, G&T, EAL

IVY/POL/023 Assessment

IVY/POL/026 Equal Opportunities

Written by: S.Rafferty

Date: October 2015

Agreed by Staff and Governors:

Signed:

Chair of Governors

Date: October 2015