



Teaching and Learning Policy

Written
Adopted by Governors
Reviewed
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Aims and Objectives

At Otley All Saints we aim:

- to inspire and support each child in realising their full potential, ensuring each makes a good level of progress;
- to develop each child as an independent learner, to be self-motivated, organised, engaged and reflective in their own learning;
- to provide a curriculum that is relevant, broad, balanced, engaging and well matched;
- to be inclusive, ensuring no child is disadvantaged due to ethnicity, gender, age or disability or learning needs.
- to ensure all teaching is of high quality with lessons having clear objectives, challenge, pace and provision for children's preferred learning styles;
- to promote the Christian ethos and the development of children's spiritual, moral and cultural education;
- to sustain a calm, caring community where all members are respectful and courteous and a positive behaviour policy is adhered to;
- to maintain and value an active home-school partnership;
- to provide a stimulating, well organised and well-resourced learning environment;
- to provide and support a range of extra-curricular activities and value their contribution to children's education;
- to sustain a highly motivated school community where all its members, as continuous learners, are highly valued and praised.

Through a broad and balanced curriculum, we aim to ensure that all of our children:

- read fluently with excellent understanding and develop an enjoyment and life-long love of literature;
- communicate articulately and confidently, in both speech and writing, for a range of audiences and purposes;
- develop an enthusiasm and fluency in mathematics, allowing them to apply a broad range of reasoning and problem-solving skills to everyday life;
- take full advantage of opportunities for physical education, school sport and physical development (PESSPA), and encourage a love of sport and exercise that can form the basis of a healthy lifestyle;
- are supported in maintaining positive emotional and mental health – 'a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively... and is able to make a contribution to her or his community' (*World Health Organisation*);
- grow in their curiosity about the world around them, fostering a thirst for a deeper scientific, geographical, historical and technological knowledge and understanding of their environment and their place within it;

- understand the essential part that expressive arts and design play in the development of the human spirit, giving full opportunity for children to represent ideas through art, music, dance and drama;
- are able to explore the possibilities of a spiritual life, understanding the life and teachings of Jesus Christ, as well as an appreciation of world faiths.

Key Principles

Teaching at Otley All Saints is learning centred, meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At this school we believe children learn best when:

1. Learning activities are well planned, ensuring progress in the short, medium and long term;
2. Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning;
3. Assessment and knowledge of prior learning informs teaching so that there is provision for support, consolidation of working memory and extension of learning for each child, at each level of attainment;
4. The learning environment is ordered, the atmosphere is purposeful and children feel safe;
5. There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed;
6. 'Teaching for mastery' aims to support all pupils to achieve deep understanding and competence in topics of learning within the curriculum.

1. Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

There will be evidence in the learning environment of:

- effective exposition and focused learning activities with clear objectives and outcomes;
- a clear understanding by the children of the method and purpose of activities in which they engage;
- progress in the children's learning (in their books, on the walls, in conversation and in their learning behaviour)

Teachers will ensure that:

- work is planned, both termly and weekly,
- termly and weekly plans adhere to the progression agreed in each subject,
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development.

Implications for the whole school will be:

- skills are developed in a way that ensures continuity and progression,
- the curriculum is broad and balanced
- where there are agreed schemes of work in place, these are known to all and are detailed in subject specific guidance,
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations across subjects (where possible), curriculum planning and overviews, work scrutiny and any other investigations that will raise the standards and achievement of pupils.

2. Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

There will be evidence in the learning environment of:

- pupil led learning and an environment which is inspired by the children,
- creative teaching and creative learning,
- teaching that develops skill and knowledge, making learning accessible and motivating for children,
- learning activities that enthuse pupils, so that they persevere when faced with difficult problems and are keen to succeed and to learn more,
- a pace of learning that is optimised for progress and high quality outcomes,
- children's home learning being valued,
- children learning independently and collaboratively in learning tasks and projects,
- children enjoying their learning.

Teachers will make sure that:

- well-judged and effective teaching strategies successfully engage pupils in their learning – a hook, learning journey and high quality outcome will be in evidence in each unit of learning,
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning,
- well framed questions, knowledgeable answers and the use of discussion, promotes deep learning,
- they ensure an appropriate ratio of exposition to learning activity in their teaching,
- appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas of the curriculum.

Implications for the whole school will be:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Achievement Assemblies, newsletters, Twitter, notice boards and via the school website,
- whole school events and 'creative days' provide points of shared discussion and motivate learners across the school.

3. Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

There will be evidence in the learning environment of:

- children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – eg. redrafting, writing in collaboration with the teacher,
- children who are motivated to learn through suitably challenging learning activities that build on their prior attainment and issue challenge, pitched at a level that is achievable when they work hard and try their very best,
- children with specific learning needs receiving support at the time and level it is required to optimise their learning,
- pupils supporting one another where appropriate and providing feedback, depending on age and year group
- independent learning, where children use assessment information to direct their own learning activity.

Teachers will make sure that:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback,
- feedback is frequent and regular, following agreed school policy, so that it is age appropriate and meaningful,
- providing pupils with very clear guidance on how learning outcomes can be improved,
- they have high expectations for all children, and plan, resource and direct appropriately challenging learning activities that give support and issue challenge for all,
- they keep assessment records to support progress of learning and submit data termly to enable pupil data tracking.

Implications for the whole school will be:

- there is an assessment policy in place that ensures consistency of practice,
- there is an efficient system of pupil data tracking in place; data is scrutinised rigorously in pupil progress meetings involving members of the senior leadership team; this data is utilised in the deployment of resources
- there is appropriate support for staff, children and parents in their teaching and learning, providing advice and intervention where necessary.

4. Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.**There will be evidence in the learning environment of:**

- an atmosphere of kindness and mutual respect between adults and children
- children who always feel secure to speak and act freely (whilst remaining calm and kind), enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability,
- children's high self-esteem, with all children feeling valued and secure,
- children taking risks in their learning, and learning from their mistakes,
- children's learning outcomes displayed around the classroom and the school for others to appreciate and admire,
- organisation of classroom routines and resources to optimise learning.

Teachers will make sure that:

- children understand the behaviour code and are always encouraged to behave well, developing positive learning behaviours,
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the school's positive behaviour policy, and these are applied fairly and consistently,
- good behaviour is modelled by them at all times in their interaction with children and other adults, with conflict dealt with in a calm and fair manner,
- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies,
- any criticism will be constructive and children's self-esteem will always be maintained.

Implications for the whole school:

- a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school,

- high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff,
- safe guarding procedures are in place and are adhered to.

5. Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

There will be evidence in the learning environment of:

- children's home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school.

Teacher's will make sure that:

- useful feedback about their children's learning is given regularly to parents, both informally when appropriate, and formally, through parent teacher meetings and an annual written report,
- parents and carers know how they can support their child's learning at home or in school,
- they are approachable and available to parents and carers (by appointment if necessary),
- information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via text, letter or email,
- if appropriate, parents and carers are welcomed to help in their classrooms and /or around school and to support on school trips,
- they set appropriate home-learning activities to develop children's understanding of topics covered in class.

Implications for the whole school:

- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, Twitter, notice boards and the school website,
- home-school records, such as planners (Y5 & 6) and home readers, are shared on a regular basis.
- facilitate parental involvement through the provision of a dedicated space for formal and informal meetings and through support for family events and the parent and teacher association.

Dissemination of the policy

The policy will be given to all members of staff and copies will be available for parents on the school website.

Procedures for monitoring and evaluation

The head teacher, members of the senior leadership team and the teaching and learning committee of the governors will monitor the policy.