

Princess May
Primary School

Teaching and Learning Policy

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Introduction

At Princess May Primary School we believe in the concept of lifelong learning. We respond, where possible, to the needs of the community by providing learning for adults as well as children and fostering links between the two.

Aim

- To provide a rich and varied teaching and learning experience that allows all people to develop their skills, abilities and aspirations to their full potential;
- To enable our wider community to become confident, resourceful, enquiring and independent learners.

Community Links

- auditing community needs and providing classes, where appropriate and possible;
- engaging cluster schools in the process of sharing good practice and expertise.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to work in partnership and keep parents informed about what and how their children are learning. We also believe that parents have the responsibility to support their children and the school in implementing school policies.

We expect

- parents to support the school and its policies;
- to follow the school's complaint procedure if they wish to raise a concern.

We will

- provide and update children with their targets during each half term;
- inform parents what their child will be learning each half term;
- provide maths and literacy homework that is consistently marked and signed by parent and teacher;
- provide a reading book, at the child's level, so children enjoy challenge and success with reading and is regularly monitored by staff;
- demonstrate, to parents, a range of activities that consolidate the curriculum and positively enhance child/parent homework experiences;
- celebrate success by sharing good work with parents.

The Role of Governors

Our governors challenge, support, monitor and review the school's approach to teaching and learning. In particular they:

- monitor the budget to ensure resources are deployed effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- seek to ensure that our staff development and our performance management both promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes which include reports from subject leaders, the termly headteacher's report to governors and a review of the in-service training sessions attended by staff.

Involving Governors

We expect:

- the curriculum committee to monitor developments within the least one session per year;
- meet with the senior curriculum leaders as appropriate;
- To make a minimum of one school visit per year.

We will:

- provide a senior teacher to demonstrate examples of their focus and arrange for a senior leader to receive immediate feedback or written feedback where necessary.

Staff Development

We believe that staff need quality CPD to keep updated and bring in new ideas to improve and develop teaching and learning. We invest time and resources to ensure staff reflect on and improve their practice.

We expect:

- staff to receive their entitlement to training;
- staff to take some responsibility for their own Professional Development (CPD);
- staff to have opportunities to observe good practice;
- staff to use what they have learnt to improve the skills of others.

We will

- provide whole school CPD;
- differentiate CPD according to individual needs;
- ensure the Performance Management process takes into account staff CPD needs.

Curriculum Guidance

We use the school curriculum plan to guide our teaching. This details what is to be taught to each year group and is taken from the Qualifications Curriculum and Assessment (QCA) guidance. We are in the first phase of modifying our curriculum to a topic based approach and a more creative curriculum. We will be teaching this modified curriculum from 2009/10.

Targets

We set group and individual targets for the children, and we share these targets with children and their parents. We review the progress of each child target half termly, however, individual targets are revised as and when needed.

Planning

We plan our lessons with clear learning objectives and success criteria. We take these objectives from the National Curriculum or the Literacy and Numeracy framework. Our lesson plans contain information about the tasks to be set and the resources needed. We evaluate all lessons, so that we can modify and improve our future teaching.

The following weeks plan, for each class, must be on Teacher Shared by Friday.

Classroom Environment

Our classrooms are attractive learning environments. We change displays at least once a term so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their work at sometime during the year. All classrooms have a range of dictionaries and both fiction and non-fiction books, as well as displays relating to literacy and numeracy. We also use displays as learning prompts for the children for example working walls.

We believe that a stimulating and tidy environment sets the climate for learning. We also have the belief that an exciting classroom promotes independent use of resources, which results in high-quality work by the children. Our displays celebrate the diversity and culture of our pupils. We also display key words in different languages, where possible.

In our Classrooms we:

- encourage children to keep their working environment tidy and safe;
- have high expectations of behaviour and presentation of work;
- encourage good learning behaviour both physically and mentally;
- prepare resources, beforehand, that support the lesson;
- provide interesting, stimulating, exciting, fun lessons, where appropriate;
- connect the learning with previous work;
- be explicit with the learning objective and success criteria so children know what is expected of them;
- help children to understand new ideas and concepts by explaining what they will be learning and why?
- Use a range of questioning to ensure all children understand the task;
- develop good learning strategies in class, i.e. group dynamics, children explaining in their 1st language, so all children can access lesson at their level;
- model the learning when introducing something new, so children know exactly what to do and how to present their work;
- be as practical and visual as possible so children learn through play and involvement;
- move children on, in their learning, each lesson and then telling them the next steps to improve further;
- celebrate success by showing 'good' or 'outstanding work' each lesson;
- celebrate the efforts of individuals or groups who try hard and achieve their personal goal.

Effective Teaching and Learning

We conduct all our teaching in an atmosphere of trust and respect for all. We endeavour to always use the right tone and appropriate language to encourage children to do their best.

At the onset of a lesson, we always explain the lesson objective and success criteria to guide children to success. At the end of the lesson (plenary), we always review our progress measured against the objective and success criteria. We try to engage children in learning, by providing stimulating and exciting lessons and a fair degree of challenge. We always have high expectations of what we believe children can achieve. We believe in them.

Our approach to Teaching & Learning includes:

Practical activities

- we try to make activities as visual and practical as possible, using props, images, pictures as stimuli for learning and teaching.

Research

- investigation and problem-solving;
- research and discovery;
- fieldwork and visits to places of educational interest;
- asking and answering questions ;
- use of ICT;
- watching a television programme about the topic.

Groupings

- setting – we will set in English and Maths where we feel it is beneficial to learning;
- group work;
- paired work;
- independent work;
- whole-class work.

Creative Arts

- creative activities;
- responding to music from a tape recorder or CD/DVD;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

Learning Styles - Visual, Audio and Kinaesthetic Learning (VAK)

We take into account the different forms of learning styles.

Overview:

VAK looks at three broad learning styles, which all people use. Different people tend to favour a particular style. It is important therefore, that all three learning styles should be facilitated as far as possible, within the classroom.

Visual Learners:



learn through seeing... .

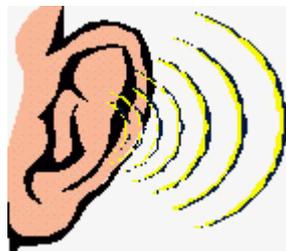
These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts, use of interactive whiteboards and hand-outs. During a lesson or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

Teacher modelling at the beginning of the three-part lesson is particularly suitable for these children. The quality of display, AVAs, printed material etc is obviously going to have an effect on the quality of learning of visual learners.

Visual Learners:

- ✚ use visual materials such as pictures, charts, maps, graphs, etc.
- ✚ need to have a clear view of the teachers when they are speaking so you can see their body language and facial expression
- ✚ use colour to highlight important points in text
- ✚ take notes or ask the teacher to provide handouts
- ✚ illustrate their ideas as a picture or brainstorming bubble before writing them down
- ✚ write a story and illustrate it
- ✚ use multi-media (e.g. computers, videos, and filmstrips)
- ✚ study in a quiet place away from verbal disturbances
- ✚ read illustrated books
- ✚ visualise information as a picture to aid memorisation

Auditory Learners:



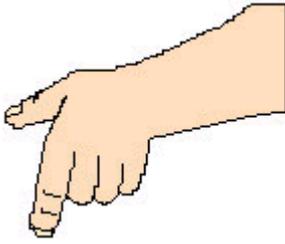
learn through listening...

They learn best through verbal lessons, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder. Shared reading, shared writing, teacher modelling, paired reading etc will have a marked effect on the efficiency of pupils who might be deemed auditory learners.

Auditory learners:

- ✚ participate in class discussions/debates
- ✚ make speeches and presentations
- ✚ use a tape recorder during lectures instead of taking notes
- ✚ read text out aloud
- ✚ create musical jingles to aid memorisation
- ✚ create mnemonics to aid memorisation
- ✚ discuss their ideas verbally
- ✚ dictate to someone while they write down their thoughts
- ✚ use verbal analogies, and story telling to demonstrate their point of view.

Kinaesthetic Learners:



learn through , moving, doing and touching...

Kinaesthetic pupils learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. This would appear to be true of a number of boys and maybe partly responsible for lack of concentration and 'switch off'. Building different activities into lessons will be of real benefit to these pupils, as is the structure of the three-part lesson, which may overcome some of the problems associated with doing the same activity for long periods.

Kinaesthetic learners:

- ✚ take frequent study breaks
- ✚ move around to learn new things (e.g. read while on an exercise bike, mould a piece of clay to learn a new concept)
- ✚ work at a standing position
- ✚ use bright colours to highlight reading material
- ✚ dress up their work space with posters
- ✚ listen to music while they study
- ✚ skim through reading material to get a rough idea what it is about before settling down to read it in detail.

No one person uses one style exclusively, but they do have preferred learning styles. It is therefore important to attempt to cater for all styles during lessons to enable the most efficient learning to take place.

Experiential Learning

Overview:

Research distinguishes two types of learning, cognitive (meaningless) and experiential (significant). Cognitive learning corresponds to knowledge, like the learning of spellings, multiplication tables, vocabulary etc, whilst experiential learning refers to applied knowledge, learning about friction in order to make an efficient axle. Rogers tells us that the key to this distinction is that experiential learning addresses the needs and wants of the learner.

Experiential learning is equivalent to personal change and growth. Research shows that all people have a natural propensity for learning and that the role of the teacher is to facilitate such learning.

This would include;

- ✚ Setting a positive climate for learning,
- ✚ Clarifying the position of the learners,
- ✚ Organising and making available appropriate resources,
- ✚ Balancing the intellectual and emotional components of learning,
- ✚ Sharing feelings and thoughts with learners but not dominating.

Scientists also emphasise the importance of learning to learn and being open to change. The strategies that are proposed in the Enhanced Teaching and Learning programme look to implement, in a fairly simple way, a number of the ideas developed by Rogers, and others.

Multiple Intelligence

Overview:

The theory of multiple intelligence suggests that there are a number of distinct forms of intelligence that each individual possesses in varying degrees. Research originally proposed seven primary forms: linguistic, musical, logical-mathematical, spatial, body-kinaesthetic, and intrapersonal (e.g., insight, met cognition) and interpersonal (e.g., social skills), but is adding others to this list, i.e. emotional intelligence.

According to new research the implication of the theory is that learning/teaching should focus on the particular intelligences of each person. For example, if an individual has strong spatial or musical intelligences, they should be encouraged to develop these abilities. Research points out that the different intelligences represent not only different content domains but also learning strategies. A further implication of the theory is that assessment of abilities should measure all forms of intelligence, not just linguistic and logical-mathematical.

Research also emphasises the cultural context of multiple intelligences. Each culture tends to emphasise particular intelligences. For example, the high spatial abilities of the Puluwat people of the Caroline Islands, who use these skills to navigate their canoes in the ocean or also discusses the balance of personal intelligences required in Japanese society.

Principles:

- ✚ Individuals should be encouraged to use their preferred intelligences in learning.
- ✚ Instructional activities should appeal to different forms of intelligence.
- ✚ Assessment of learning should measure multiple forms of intelligence.

Many of the suggestions put forward by Gardner should impact on the way schools as a whole operate, but they are not easily assimilated into the normal classroom practice of the majority of teachers. Many strategies used in the classroom can partly address the different intelligences as proposed by researchers and allow learners to have the opportunity to use their preferred learning style.

The above list of learning theories is by no means exhaustive but does give some theoretical background to the strategies proposed in the programme to develop Enhanced Teaching and Learning Strategies. An understanding of what these theories mean in practical terms can help teachers facilitate the different experiences needed by the class of children in their care. Put very simply, different children need different experiences if they are to learn efficiently. Using the ideas from the above theories we should be able to facilitate the use of more efficient learning strategies by the pupils in our schools.

Marking

Staff are expected to mark work everyday so children receive immediate feedback. Our 'Marking Policy' outlines the procedures for marking.

Assessments

Our assessments procedures are detailed in the 'Assessment Policy and Procedures' document. Teachers make ongoing informal assessments of each child's progress and they use this information when planning their lessons. It enables them to take into account the abilities and groupings of all their children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with additional needs, we give due regard to information and targets contained in the children's Individual Educational Plans (IEPS) or our observations.

Pupil Participation

We encourage children to take responsibility, where possible, for their own learning; to be involved as far as possible in reviewing the way they learn, to reflect on how they learn, what helps them learn and what makes it difficult for them to learn. We use pupil conferences to ascertain this information.

We also ask children to use the marking policy to state whether they feel they have achieved the objective for the lesson.

Monitoring and Review

We are aware of the need to monitor the school's teaching and learning, we will do this through: classroom observations, book and planning scrutinies. We review this policy regularly so that we can take account of new initiatives, research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier, if necessary.

Headteacher: Stephen Spooner

Chair of Governors: Kristofer McGhee

This policy was ratified on: March 2017

Review date: March 2018

Signed by Headteacher:



Signed by Chair of Governor's:

