

Teaching and Learning Policy



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Planning

- Planning is appropriate to the children's age and stage of learning as well as compliant with National Curriculum requirements. Planning starts from knowledge of pupils.
- Planning considers prior learning and is ambitious about achieving next steps.
- Investigative activities with scope for children to explore.
- Key questions are considered and planned for.
- The roles of additional adults are clarified and understood.

Positive Learning Behaviours

Children actively supporting learning by:-

- Listening intently
- Asking appropriate questions and making helpful suggestions
- Contributing actively to discussions
- Explaining their thinking and reasoning
- Responding positively to the learning dialogue with regards to marking and other forms of feedback
- Supporting the learning of others, especially in group situations
- Carrying out duties and classroom responsibilities diligently.

Teacher input

- A strong subject knowledge
- A clear pedagogy evident that scaffolds intended learning.
- Lesson delivery is stimulating.
- Time is managed efficiently and classroom systems support learning.
- Effective questioning is used to explore misconceptions, pupil knowledge and learning.
- Opportunities for children's talk are maximised so that their understanding can be evidenced.
- There is evidence of effective feedback and dialogue in marking.

Effective Learning...

..takes place in an atmosphere of care and respect where children's contributions to the learning are valued. Children should have the confidence to explore learning and also to make mistakes.

Core Values

Respect Unity Peace Love

Personalised Learning

- Staff observe children and use their knowledge of them to plan motivating activities.
- Work is differentiated to meet individual and group needs so that the curriculum is accessible for all.
- Achievable, challenging targets are set for groups and individuals and work is tailored to support progress towards them.

Children's involvement

- Children's positive contribution to the learning is evident in all lessons.
- The quality of children's talk is valued and opportunities for talk are maximised through talk partners, children's exposition and presentation, as well as group work.
- The quality of children's work is of a high standard and there is evidence of marked progress over time.



Environment

- Reflective of the learning – i.e. learning walls, relevant displays and artefacts, defined areas of learning.
- Shows value for children's work
- Creatively and purposefully set up to support learning.
- Well-resourced to support current learning with accessible materials for children to use independently.
- The children have ownership of the classroom and their role in the upkeep of the learning environment is significant.

Assessment for Learning

- Learning Intentions are clarified and understood by pupils.
- Success criteria are stated, with children's ideas considered. Success criteria link directly back to learning intentions.
- Information is gathered about children's learning during the course of each lesson using whiteboards, teacher and TA observations, mini plenaries, talk partners and children's self – assessment.
- Knowledge about children's learning is used during the lesson to adjust activities to match their needs.
- Children develop self-assessment skills so that they can monitor their own success.

