



TEACHING AND LEARNING POLICY

Revised: Spring 2016
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The governing body of Clifton All Saints Academy seek to offer a rich and stimulating Christian environment where a broad, balanced and relevant curriculum develops the children to the full. We promote the values necessary to enable the children to develop emotionally, socially, intellectually so that they may grow into self-reliant, self-confident and responsible members of society.

Introduction

- This document is a statement of the aims and principles for teaching and learning at All Saints’.
- It was developed through a process of consultation with teaching staff.
- It has been approved by the Governing body.
- It will be reviewed as part of the policy review cycle.

Our Aims for Teaching and Learning

Under our guidance children will:

- Develop a responsible and independent attitude towards their work.
- Acquire knowledge, skills and abilities appropriate to their age and level of understanding.
- See the need to work hard and do their best to succeed in the tasks set.
- Achieve their potential in terms of academic, physical, and creative achievement
- Begin to develop their own set of attitudes, values and beliefs based on the Christian values we teach at school.
- Show a growing awareness of the world around them and the cultural and religious differences in society today.
- Learn to appreciate our rich cultural heritage in art, music, science, technology and literature.
- Learn to respect the rights, views and property of others.
- Become aware of the need to stay healthy through eating sensibly and maintaining personal fitness through exercise.

Principles of Teaching and Learning

Teaching and Learning is a process of co-operative teamwork. We welcome the involvement of parents, carers and the wider community.

Our school:

- Is open to new ideas and initiatives.
- Keeps abreast of new policies and regulations
- Values the whole school community
- Continually monitors, evaluates and develops policy and practice
- Involves pupils in assessing their own progress through AFL techniques
- Sets targets for development and involves pupils in target setting
- Provides a supportive framework in which to work

Responsibilities

Staff will

- Treat the children as individuals and respect their rights, values and beliefs.
- Foster good relations which promote a sense of belonging to the school community.
- Create a stimulating, safe and caring learning environment.
- Have high expectations of behaviour and effort.
- Offer equal opportunities in all aspects of school life.
- Encourage, praise and reinforce good relationships, behaviour and effort.
- Work collaboratively with a shared philosophy and commonality of practice.
- Recognise the partnership between home and school and the community

Teachers will

- Provide a stimulating and challenging programme of study designed to enable children to reach the highest standards of personal achievement
- Recognise the abilities and needs of each individual
- Ensure that learning is progressive and continuous
- Act as a role model: punctual, prepared and organised and model the values we teach the children
- Maintain a positive attitude towards change and professional development

Governors should:

- Establish the aims, ethos and priorities in collaboration with the head teacher.
- Assist with drawing up the School Development Plan
- Consider LA policies and guidance in relation to the specific needs of the school.
- Monitor and support the work of the school
- Carry out the responsibilities delegated to them by law (“a Guide to the law for school governors”)
- Undertake training to develop their capacity for effective contribution

Pupils will work towards the school’s aims by:

- Attending school regularly and punctually
- Concentrating on the tasks set for them and being an active partner in the learning process.
- Persevering when they find work challenging
- Being organised-bringing the necessary equipment, taking letters home, returning reading books etc
- Being active listeners- engaging with teachers, asking questions, discussing their work and their targets
- Following the school code of conduct at all times

Parents work towards the schools’ aims by:

- Being committed to their child’s development while having high but realistic aspirations for their child
- Supporting the behaviour code
- Attending open evenings and participating in discussions about their child
- Ensuring that the children attend regularly, punctually and in good health
- Assisting with homework, giving support and encouragement to the efforts of the child
- Encourage the children to take increasing responsibility as they move up the school

Display

Pupil work of all standards will be valued and displayed as a celebration of effort and achievement. Books and resources will be displayed and stored in such a way as to make it possible for children to locate and choose resources independently.

Planning

- The staff work together to plan interesting and challenging tasks which deliver the learning objectives in a variety of ways.
- Staff meetings are used to discuss curriculum issues. Key stage meetings are used to make more detailed plans which are monitored by subject leaders and the Headteacher.

Homework

We consider homework to be a valuable element of the learning process and therefore:

- Reading or sharing a book is expected to happen frequently.
- Weekly spellings are expected to be learnt at home.
- The Learning Log will contain tasks to support all areas of the curriculum. Year 4 children will have separate numeracy homework
- Children may be asked to complete work at home if their effort in class has been insufficient.
- When we feel a child needs reinforcement with basic skills, the parents may be asked to help.

Special Needs

- All Children have special needs. Our aim is to tailor the learning experience to suit the needs of every individual. Some children will have an IEP, others may be supported with a group IEP.
- Some children may need additional support to stay on target towards their learning goals. These children will be listed and will be supported by LSAs and/or volunteers in the classroom and be given additional input into the areas where they need it. Internal support programs such as catch-up and tracks are used to boost Literacy skills. In addition we may use national schemes such as ELS. Parents are informed if their child is receiving any extra support at school so that they can reinforce the learning at home.
- Numeracy intervention consists of support in class and Catch up materials in Key Stage 1 and 2
- Children who are “more able” are identified and are challenged in lessons by work which is differentiated (often in groups, sometimes individual). Additional sessions are organised during the year to support children who are more able in different areas of the curriculum to extend and deepen their learning.

Marking:

- Helps children learn and focuses on successes as well as targets for development.
- Is often done while the task is being carried out, through discussion between child and teacher.
- Is used to give targets for development

Assessment:

Is an ongoing process used to inform planning.

- We use observation, ongoing records and specific assessment tasks to get an overview of the progress of the children, groups and classes.
- There is a detailed cycle of assessments followed by the teachers in each year group (see yearly assessment planner)
- At the end of Key Stage 1 and Key Stage 2 there is a formal summative assessment, the results of which are reported to the LA. These are a means of comparing ourselves against other schools.

Reporting to Parents:

- Is done through informal open evenings, designated appointments and an annual written report.
- In addition parents are welcome to talk to teachers informally at a mutually convenient time if they have any concerns or questions.

Performance management/appraisal

- All staff have an appraisal cycle which informs professional development and sets targets for development.
- Interviews and observations provide the information for performance targets.
- Staff are given opportunities to observe others as well being observed themselves. This allows us to learn from each other, gain insight into subject leader foci, and develop a common approach across the school.
- Some targets are whole school and some are individual.

Monitoring

The curriculum and delivery are constantly monitored by subject leaders, the head, and the governors to ensure that we are providing the best possible experience for the children. Plans are continually being amended and improved as a result of this monitoring and new information which comes into school from the LA and/ or the DFES.

The success of our teaching and learning is measured by comparing ourselves against other schools in terms of statutory and non-statutory assessment, by the outcomes of external monitoring such as Ofsted and visits from our School Improvement Partner, and most importantly by the opinions of the parents and the learners themselves.