

Date: January 2022
Review date: January 2023
Responsibility: KB/AB

Bishop Challoner School



Learning and Teaching Policy



Bishop Challoner School LEARNING AND TEACHING POLICY

This policy applies to the EYFS

AIMS

- To foster a love of learning and promote high expectations
- To raise attainment through effective teaching and learning
- To share best practice to sustain excellent standards of achievement and celebrate such success
- To provide a learning community where all pupils develop cognitively, physically, socially and emotionally
- To provide a learning environment which is inclusive and enables staff to work in harmony with the pupils and each other

KEY PRINCIPLES

Pupils learn best when:

- they are happy, relaxed and confident;
- they have a sense of worth and feel confident enough to make mistakes;
- they are valued as individuals;
- they have clearly stated learning objectives;
- lessons are interesting and teaching strategies varied;
- assessment is supportive, constructive, positive and honest;
- teachers and parents work in partnership to support them;
- learning activities are well-planned;
- the learning task is matched to ability and there is provision for challenge, repetition and extension;
- the working environment is clean, attractive, stimulating and well resourced;
- there is an agreed code of conduct and a disciplined learning environment;
- learning occurs without unnecessary breaks or interruptions;
- teachers have high expectations and frequently offer praise.
- pupils' confidence is enhanced through positive marking that gives useful feedback on how to improve and what has already been achieved
- questioned and given opportunities to express ideas and opinions

Teachers teach most effectively when:

- They feel valued within the school community
- They develop excellent relationships with the individuals in their class
- They work as part of a mutually supportive team (whole school and within year groups)
- They are able to work collaboratively with colleagues, planning and evaluating together
- They feel supported to take risks
- They follow the content of the schemes of work and assessment framework
- They have access to high quality professional development opportunities
- They have excellent pedagogical knowledge
- They have regular release time out of the classroom to plan and evaluate the curriculum
- They have excellent subject knowledge which inspires confidence in learners
- They motivate, enthuse and engage learners
- They develop effective relationships with parents
- They have regular constructive dialogue about learning and self-assessment with individual learners
- A positive, purposeful, relaxed working environment is established and maintained
- They deploy a range of teaching strategies and resources to engage all learning styles

- Using assessment to inform their planning

CODE OF PRACTICE

Lessons should:

- start punctually;
- be well planned and well paced, with all resources easily available;
- QPTA should be on every piece of work from Year 5 upwards
- be interesting, based on more than one activity/task;
- start with a brief introduction that includes learning objectives;
- include differentiated activities/resources to suit needs of pupils;
- involve all pupils;
- be lively and stimulating;
- Demonstrate challenge for all abilities
- stretch the pupils and support;
- be conducted in an atmosphere of praise and encouragement;
- be well disciplined with the teacher in control;
- allow opportunities for collaborative learning
- give pupils the opportunity to self-assess and identify appropriate targets
- finish in an orderly manner:
 1. allowing time to review the lesson and what had been achieved; and
 2. to set homework and for it to be recorded in School Planners.
- end with pupils dismissed promptly and in an orderly manner, allowing them to arrive at their next lesson on time.

Teachers should:

Maintain an attractive, stimulating and safe working environment:

- ensure that the pupils always leave the classroom clean and tidy;
- inform the Estate Manager of any broken, unsafe furniture etc.;
- ensure desks are arranged so that all pupils have clear view of board and teacher;
- ensure that the wall displays are attractive, changed frequently and contain mainly pupils' own work;

Maintain a well-disciplined classroom:

- arrive punctually and greet pupils;
- ensure pupils settle down quickly and quietly at start of lesson;
- briefly reprimand any pupil who:
 1. arrives late;
 2. does not have correct equipment or books with them; etc.
- start lesson promptly with introduction, including learning objectives;
- notice and be responsive to those off task;
- do not allow any pupil to disturb the learning of another;
- ensure that the pupils do most of the work, not the teacher
- ensure pupils leave the classroom, on time, and in an orderly manner.
- Ensure that the agreed Non Negotiables are adhered to

Maintain a good working relationship with pupils:

- address pupils by name;
- involve all pupils in question/answer sessions, not just those with hands up;
- circulate, questioning, offering guidance, encouragement, praise etc.;
- encourage pupils to articulate ideas in good, spoken English;
- be responsive to progress of pupils – have extension work available for the more able, extra support for less able;

- maintain an atmosphere of mutual respect and liking;
- be calm, consistent and fair;
- avoid confrontational situations;
- have a sense of humour.

Maintain CPD Opportunities

- Peer observations
- Learning walks/ tutor time observations
- Identify and attend suitable courses
- Ensure up to-date subject knowledge
- Keep abreast of ICT and technologies

Pupils have the opportunity to develop skills which promote sharing, collaborative learning and co-operation:

Pupils are taught to:

- Develop mutual respect.
- Respect the differences between each other's ability, gender, race, culture, background and appearance.
- Encourage each other.
- Develop co-operative skills such as paired and group work.
- Stay on task and persevere.

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Next review date: January 2023