



Dog Kennel Hill Learning & Teaching Policy

We believe that children learn best when they are excited and engaged, and that what excites and engages them most is excellent teaching which both challenges and enables them to see themselves as successful learners. Through our teaching we want to equip children with the skills, knowledge and understanding necessary to make positive contributions to society.

Aims

At Dog Kennel Hill, we aim to provide a caring, supportive and stimulating environment in which children can develop:-

- An enquiring mind and love of learning.
- The ability to take risks in learning without being inhibited by the fear of making mistakes.
- A willingness to persevere and a sense of pride in achievement.
- Good literacy and numeracy skills.
- Imagination and creative expression.
- Independence, confidence, flexibility and the ability to co-operate with others.
- The ability to thrive in a changing world to become conscientious citizens of our multi-cultural society.
- Tolerance of and respect for others' values within a culture of equal opportunity.

To achieve this, there has to be highly effective learning and teaching on a day to day basis and positive links between the school, home and the community which promote shared aspirations. This policy aims to clarify, create and maintain a common approach for effective learning and teaching and to ensure that we have a common agreement as to what constitutes high quality learning and teaching.

Objectives

This policy will help staff to:

- Consider the range of skills needed for effective teaching.
- Consider the range of thinking and other generic skills that support learning.
- Consider the contexts for enhancing learning.

- Use an agreed set of criteria/indicators that can be used to describe good classroom practice in terms of what the teacher does and how the children respond.

Evaluation of learning and teaching

We have grouped the characteristics of effective learning and teaching into five areas:-

1. Acquisition of knowledge, skills and understanding.
2. Application of knowledge, skills and understanding.
3. Behaviour for learning.
4. Resource management.
5. Assessment of and for learning.

Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn, so we offer opportunities for pupils to learn in different ways.

These include:-

Investigation and problem solving

Research and finding out

Group work

Paired work

Independent work

Whole class work

Questioning

Use of the computer

Fieldwork and visits to places of educational interest

Creative activities

Watching programmes

Responding to music or other recorded material

Debates, role plays and oral presentations

Designing and making things

Participation in physical activity

Reflecting on what has been learned and how it was learned

We encourage our pupils to take responsibility for their learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn. Self review and peer review are used, as

well as a planned plenary at the end of the lesson, to review the key learning objectives and to assess the level of understanding.

Teaching

We base our teaching on our knowledge of the pupil's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for pupils with additional needs, we give due regard to information and targets in the children's Individual Education Plans (IEPs). We have high expectations of all pupils and believe that all should be included in the full range of educational opportunities and that their work should be of the highest possible standard.

All teachers try hard to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward pupils for good effort and so help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

Teaching assistants are deployed in a variety of ways. Sometimes they work with individuals and sometimes with small groups. They are also involved in the delivery of support programmes.

All teachers are expected to reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support teachers in developing their skills, so that they can continually improve their practice.

Acquisition of skills, knowledge and understanding Learning

Learning	Teaching
Children will:- Know what they are learning and why Build on skills and prior learning	Staff will:- Plan effectively Take account of prior learning, using what the children already

<p>Be willing to take risks and make mistakes</p> <p>Support each other with their learning</p> <p>Be open to new ideas</p> <p>Use a range of skills to enhance their knowledge and understanding</p> <p>Increase their understanding and/or acquire new skills</p>	<p>know and their misconceptions</p> <p>Have good subject knowledge, ensuring what is presented is correct</p> <p>Use a range of teaching styles</p> <p>Make it clear what the children are learning and why, making cross-curricular links as appropriate</p> <p>Ensure a balance of different activities – practical, written etc</p> <p>Set an appropriately challenging pace</p> <p>Understand and promote progression, differentiating appropriately</p>
<p>Learning</p> <p>Children will:-</p> <p>Be willing to take risks in their learning</p> <p>Take responsibility for their actions</p> <p>Understand that what they do affects others and how they can contribute to a purposeful and constructive atmosphere in the classroom</p> <p>Take pride in their own and others' achievements</p> <p>Understand the need to listen and sustain focus</p>	<p>Teaching</p> <p>Staff will:-</p> <p>Create a positive learning environment and classroom ethos</p> <p>Have high expectations of behaviour</p> <p>Provide opportunities for co-operative work and independent work</p> <p>Provide a positive role model as a learner</p> <p>Praise good effort and behaviour</p> <p>Build positive relationships and treat pupils fairly</p> <p>Show enthusiasm for teaching and also for their own learning</p> <p>Recognise and value learning in different forms and from different sources, understanding that learning can be demonstrated in many ways</p>

Resource management (use of time, resources, additional adults, home, environment)

<p>Learning Children will:- Access resources they need, use them responsibly and then return them Apply themselves well to the tasks set Be willing to learn from adults and each other Take care of their environment Ask for help if needed Do homework as required</p>	<p>Teaching Staff will:- Make resources clearly and easily accessible in order to develop autonomy Use resources to reflect the diversity of the school and the community Support groups and individuals to access learning Build positive home/ school links, including setting homework to reinforce or extend learning in line with the homework policy Understand that use of concrete materials supports the acquisition of new concepts throughout the age range Use a variety of creative resources to enhance learning, including ICT, the outdoor environment and educational visits/visitors Ensure displays are current and used to support learning and celebrate achievement</p>
<p>Learning Children will:- Know what they are doing and why Know what they are doing well and how to improve Be willing to engage in peer and self assessment when appropriate</p>	<p>Teaching Staff will:- Mark work regularly in line with the assessment policy Identify successes and learning gaps and give feedback on how to improve to the pupil Discuss work periodically with the pupil Use assessments to feed into future teaching Use assessment and marking to set targets for individuals, groups or whole class as appropriate Monitor progress towards those</p>

targets

Monitoring and evaluation of learning and teaching

The quality of learning and teaching will be evaluated in the following ways:-

Scrutiny of planning.

Classroom observations.

Discussions with staff and pupils.

Scrutiny of pupils' books/ portfolios.

Pupil tracking information.

Date for review: March 2016