



Chilton Academy *Learning & Teaching Policy*

September 2019

We expect every teacher to deliver good or outstanding lessons - no child deserves less.

Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain Introduction

At Chilton Academy we believe that good quality first teaching means effective learning and that this is what we should be striving for in every lesson. Any attempt to raise standards in our school must be focused in the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

Our Teaching and Learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. It sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunity for all our pupils.

Aims and Objectives

We expect every teacher to deliver good or outstanding lessons - no child deserves less.

By adopting a whole school approach to teaching and learning across the school we aim:

- To provide consistency of teaching and learning across our school
- To enable teachers to teach as effectively as possible through support and CPD
- To enable children to learn as efficiently as possible
- To give children the skills they need to be lifelong learners
- To provide an inclusive education for all
- To learn from each other through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared

At our school, we provide both high quality teaching and a rich and varied learning environment which allow children to develop their skills and abilities and to achieve their full potential.

The children are also encouraged:

- to become confident, resourceful, enquiring and independent learners;
- to develop their self-esteem and help them build positive relationships with other people;
- to develop both the children's self-respect and ability to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into independent and positive citizens

Effective learning

We recognise that children learn in many different ways, and when planning our lessons we ensure wherever possible that there is a Visual, Auditory and Kinaesthetic element to each of our lessons.

Effective learning results in:-

1. Knowing you have succeeded
2. Feeling you can do more
3. Explaining what you have learned
4. Applying it to other situations
5. Teaching it to someone else
6. Feeling good about yourself

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Effective teaching

It is every teacher's responsibility to develop and improve the basic skills of each child. Effective learning only comes about from effective teaching. As it is the expectation of the school and the Governing Body that all lessons are good or better, teachers are actively encouraged to develop their practice to ensure maximum learning for their classes. When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. For effective teaching to take place, there are a number of 'ingredients' that we feel are needed. Whilst it is impossible to contain all of these elements in every lesson, we believe that our lessons must contain a number of these listed below:-

- A well-prepared Scheme of Learning with clear and detailed annotations for AfL. All planning and resources should be saved on the Google Drive to ensure a joined-up approach facilitating the best learning experiences for all pupils.
- A clear link to previous and future learning in lesson and on planning
- A clear Learning Intention and Outcome which is both shared with the children and referred to throughout the lesson
- Steps to Success developed with the children and Non-negotiables for written outcomes
- Appropriate challenge for all children
- Clear differentiation to enable all pupils to access learning and foster the involvement of all children
- Teacher modelling
- High quality questioning- Learning challenge questions
- A hook at the beginning of a lesson to fully engage pupils which includes an enquiry question in all Foundation Curriculum Lessons (*NOTE: Good learning should come from pupils prior knowledge and attainment – we do not encourage the use of pre-created presentations from the internet as they do not reflect our Teaching and Learning policies*).
- A clear outcome so pupils are able to showcase their new learning
- Positive Interactions between teacher and pupil, pupil and pupil and evidence of cooperative learning
- Pace
- A review of the learning at the end of the lesson
- Regular feedback to enhance learning
- The use of ICT
- AfL present in all aspects of the lesson and placed onto planning
- Enthusiastic delivery
- Elements of VAK
- Consistent classroom management
- Effective use of additional adults
- Learning environment used to extend the curriculum
- Active learning including learning outside

We base our teaching on our knowledge of the children's level of attainment and differentiate tasks accordingly to provide challenge for each child's level of ability. When planning work for children with Additional Educational Needs, we give due regard to information contained in the Support Plans. We have high expectations of all children, and we aim for their work at this school to be of the highest possible standard.

We review the progress of each child termly and Pupil Progress Meetings are used to discuss with senior leadership team members, the progress of individuals and the whole class. Targets for learning are set through the use of differentiated Learning Intentions.

Recognising the importance of efficient use of staff to foster pupil progress, we deploy Teaching Assistants as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. We also do all we can to support our staff in the further development of their skills through support and CPD, so that they can continually improve their practice.

The Learning Environment

The surroundings in which children learn can greatly influence their academic performance at school. The environment should be an extension of the curriculum. The better the school looks, the more it inspires the people inside it. A well cared classroom and learning environment can make pupils feel that what they achieve and how they themselves are perceived is important.

Across our school, we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use and be proud of.

- All areas must be kept tidy and organised- resources clearly labelled and stored appropriately
- Surfaces to be used as extensions of the curriculum
- Displays to be interactive, stimulating and interesting- high quality displays through the school to extend learning. Classroom Displays must be a learning resource and reflect the current learning and be real, relevant and purposeful. **Displays should be language rich.**
- Classrooms must be bright, well organised learning spaces, free from clutter. Pupils take on responsibility for ensuring their classroom is a pleasant and safe place to learn
- Pupils need to know how to access resources and respect the environment
- Pupils are taught to respect equipment and resources
- *Book areas need to invite children to read and enjoy books*

Routines and Rules

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with respect. We treat them fairly and give them equal opportunity to take part in class activities. To help to create an effective environment for learning, all our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct and expect our pupils to comply with these rules that we jointly devise. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school life and learning in general. If children misbehave, we follow the guidelines for sanctions as outlined in our School's Positive Relationships Policy.

To be effective, we expect classroom charters to be:

- agreed by the children and clearly understood
- fair and consistent
- realistic and positive
- kept to a minimum but enforced
- daily activities such as morning maths with which the children are familiar

Achievement

Recognising the importance of celebrating achievement, effort and progress, we ensure that the children receive:

- verbal or written praise by teachers, peers, Head teacher and parents;
- displays of work;
- opportunities to perform or share;
- positive notes;

The children also participate in weekly Good Work Assemblies where they present their work to the rest of the Key Stage. Open Sessions and Open Evening also celebrate the achievements of our pupils.

The Role of Governors

Our Governors determine, support, and review the school policy on Teaching and Learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of Health and Safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that Staff Development and Performance Management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies by receiving reports from subject leaders and the Headteacher's report to Governors as well as a review of the in-service training sessions attended by our staff.

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 inform parents about what and how their children are learning by:

- holding parents' information evenings to explain our school strategies
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- Regular parent teacher consultations
- explaining to parents how they can support their children with homework.
- Holding Open Sessions

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the Home/School agreement.

Monitoring and Review

We are aware of the need to review the School's Teaching and Learning policy annually so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Signed (Head Teacher): A A J Pybus-Coates

Signed (Chair of Governors): A Coulthard

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