

Kings Langley Primary School
Teaching & Learning Policy
updated January 2019

Teaching and Learning in our school aims to promote effective learning for each child, so that they can attain the highest possible standards throughout the curriculum and in their own personal development. This policy underpins all that we do in school. Children learn better when there is a clear partnership between home and school.

LEARNING

We believe that children learn best when they:

- are happy, interested and motivated;
- are engaged in a rich, challenging curriculum;
- achieve success and gain approval;
- are given tasks which match their ability;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated;
- have a purposeful context for their learning, with links between subjects;
- have access to the latest technologies;
- trust and respect the adults that they are working with;
- feel safe.

This is achieved by children:

- having a clear understanding of what is expected of them;
- building on previous experiences, with opportunities provided to learn, practise, consolidate and apply new skills, concepts and knowledge;
- working in a variety of ability or social groupings as appropriate to the task - individually, in pairs, in small groups, as a class or as a year group;
- developing increasing independence throughout the school and taking an increasing role in planning and organising their own learning;
- talking to, listening to, working with and observing other children, with an appreciation of the key features of effective group work;
- reviewing and evaluating their own learning;
- using ICT as an integral part of the learning process;
- participating actively in their own learning, showing a willingness to learn from their mistakes and taking an increasing role in planning and organising what they want or need to learn.

TEACHING

Effective teaching at Kings Langley means that:

- planning, creates links between subjects and ensures balance, challenge and progression;
- members of the staff teams work together in planning, provision and delivery;
- a range of teaching and learning styles are used;
- regular assessment takes place as part of the learning process and is used to inform future planning, and to identify children who may need additional support or challenge;
- extension activities are available in all teaching sessions;
- children are aware of their personal targets;
- all staff are aware of the model they present to pupils and they value every pupil

- teachers have clear objectives and linked success criteria for their lessons, which they share with the children;
- children have ownership of their own learning; always understand the task and are supported to achieve learning outcomes;
- teachers have sound pedagogical knowledge and are willing to supplement their subject knowledge as necessary;
- a good relationship exist between the teacher, the children and the other adults as appropriate and that a positive relationship is fostered between home and school;
- students have had a say in the curriculum that is taught;
- teaching style and activities are well chosen to promote the learning outcomes and that teachers are aware of the need to differentiate at every stage;
- opportunities are provided for problem solving, individually and collaboratively, for structured play and for open-ended investigations;
- teachers keep appropriate, detailed records of their work with the class and of individual children's activities and progress;
- teachers reflect on their own practice and are willing to use the model provided by others to improve their own practice;
- teachers are allowed opportunities for additional training / professional development;
- all adults are actively engaged in planning and delivery and making an impact on children's learning.

THE LEARNING ENVIRONMENT

We believe that an effective school and classroom environment encourage effective learning. This occurs when:

- the work displayed is of a high standard, is changed regularly and includes different areas of the curriculum, reflecting the child's efforts as well as their ability;
- all adults show a consistent approach to teaching, learning and behaviour management;
- the furniture is organised to ensure as much flexibility as possible, with sufficient space for the children to move around easily;
- the classroom atmosphere is calm, welcoming and well-ordered, within which children are cared for, encouraged and appreciated by all adults;
- adequate resources are available, with all equipment clearly labelled and accessible; all resources are clean, of good quality and well maintained;
- rules are based on the school's positive behaviour policy and Golden Rules, clearly understood by the children, they are fair, consistent and positive and enforced.
- time is devoted to ensuring all routines are clear and understood by all children, so that independence is encouraged;
- children show pride in and respect for their learning environment, developing a sense of ownership of it, understanding that they have a duty of care and taking responsibility for maintaining resources.

MONITORING AND EVALUATION

This policy will be monitored by:

- the Leadership Team, through the school's Self- Evaluation framework;
- subject managers, in their role of monitoring, planning and standards of achievement and assessment in their specific subjects;
- school governors, in co-ordination with subject leaders

The good lesson check-list

- Attractive display, current and labelled
- Well-organised + tidy environment
- The temperature in the room is pleasant (not too hot/stuffy/cold)
- There are clear learning objectives – revisited repeatedly
- Lessons start with punchy introductions, remembering pace
- Success criteria is shared
- Modelling
- Questioning
- Getting children involved – whiteboard(s) etc.
- Attention to the pace of the lesson
- Mixture of individual work, paired work and group work
- Effective use of additional adults
- AfL
- Differentiated activities (usually 3 ways)
- Good relationships – praise etc.
- Rewards
- Plenary (if applicable) – clear recapping on the learning objectives
- Targets – next steps