



## Learning and Teaching Policy

### Values

We are a Church of England School and all our work is underpinned by core Christian values of faith, hope and love.

### Vision

To provide a high quality, holistic education, enabling everyone to flourish and achieve through developing their intellectual, spiritual, physical and emotional wellbeing.

### Aims

Create a safe, enjoyable and nurturing learning environment  
Provide outstanding pastoral care for everyone  
Value, encourage and equip every member of the school team in their respective roles  
Create a culture of high expectations through all areas of school life  
Create a motivating learning environment through inspirational teaching  
Support all children to engage fully in their own learning and promote a love of learning  
Encourage each child to develop self-confidence, practise care and respect for others  
Welcome difference and celebrate all that we can learn from each other

This policy has been developed with direct reference to the Department for Education Teachers' Standards.

<https://www.gov.uk/government/publications/teachers-standards>

### 1. OTTER Learners

We are a school of OTTER Learners (Ourselves, Try, Think, Enquire, take Risks) and expect, with support, all children to rise to the challenge and demonstrate the following attitudes in their learning

Ourselves	Have the confidence to be an independent learner. Take responsibility for own learning.
Try	Persevere with tasks. Try their best. Create a feeling of self-worth.
Think	Think carefully about learning activities. Demonstrate understanding of new learning.
Enquire	Ask questions. Be curious. Challenge own ideas and those of others.
Risks	Make mistakes and learn from them. Try a learning activity that could be a challenge.

OTTER learners were developed from feedback from staff and pupils about how to support all pupils to develop life-long learning skills. These behaviours form the basis of every learning opportunity for every pupil, every day.

### 2. High Expectations

We set high expectations which inspire, motivate and challenge pupils. We do this through:

- a. Maintaining a well-ordered, attractive, stimulating learning environment.
- b. The use of Pupil Progress Meetings for each teacher with the Headteacher and Deputy Headteacher. These meetings take place after every assessment point and staff work together as a team to discuss progress

being made, including ensuring all groups of children are catered for. Barriers to learning are identified and actions put in place to address these.

- c. Whole school use of learning behaviour language (e.g. independent, responsibility, perseverance, try, think, understand, ask, curiosity, challenge and risk), with all adults consistently being good role models for learning.

### **3. Progress and Outcomes**

We promote good progress and outcomes by pupils. We do this through:

- a. Ensuring teachers know the attainment and progress of all pupils in their class through a use of secure and consistent tracking.
- b. The use of the appraisal process to ensure teachers are appropriately held accountable for the outcomes for all pupils they teach.
- c. The use of handover meetings take place at the end of the academic year so all information is passed on from teacher to teacher and, where appropriate, from key worker to key worker.
- d. The use of an online tracking system so class teacher and leaders can analyse attainment and progress.
- e. The use of Pupil Progress Meetings to identify children needing support and actions to address this.
- f. A focus on all staff being aware of the needs and strengths of pupils in the class or intervention group. Staff adapt learning experiences and teaching approaches as appropriate to ensure all pupils are given the best possible opportunities to learn.
- g. The use of folders for Teaching Assistants to track progress of all pupils taking part in an intervention.
- h. The use of a Provision Map to monitor progress and outcomes for all pupils taking part in an intervention, disadvantaged pupils and those with special educational needs.
- i. The opportunity for teachers to plan with the Deputy Headteacher.
- j. Providing appropriate training opportunities for staff.

### **4. Subject knowledge**

We demonstrate good subject and curriculum knowledge. We do this through:

- a. Staff ensuring they have secure knowledge of the subject they are teaching.
- b. Staff plan to foster and maintain pupils' interest in the subject they are teaching.
- c. Addressing misunderstandings through feedback in and immediately after lessons.
- d. Staff being good role models for high standards of literacy, articulation and use of standard English in all lessons.
- e. Ensuring staff teaching phonics are suitably trained and demonstrate good subject knowledge, including articulating sounds appropriately.

### **5. Lessons**

We plan and teach well-structured lessons. We do this through:

- a. Staff planning and teach well-structured lessons, building on previous learning and using assessment to plan for next steps in learning.
- b. Making sure learning time is planned for carefully and adults are confident to adapt their teaching to ensure effective use of lesson time.
- c. Promoting a love of learning and children's intellectual curiosity through engaging, creative learning opportunities.
- d. The setting of homework in line with the Homework Policy.

### **6. Teaching**

We adapt teaching to respond to the strengths and needs of all pupils. We do this through:

- a. Staff reflecting on children's learning and their lessons and adapt approaches to teaching as necessary, including responding to the strengths and needs of all pupils.
- b. Staff being dedicated to ensuring they have a good understanding of the needs of all pupils, including those with Special Educational Needs, high ability, English as a Second Language and disabilities.
- c. Differentiating and adapting resources and planning as necessary to enable pupils to be taught effectively.
- d. Using a range of teaching approaches to engage pupils and meet the needs of a variety of learning styles.

**7. Assessment**

We make accurate and productive use of assessment. We do this through:

- a. Staff providing accurate feedback to pupils as outlined in the Feedback and Assessment Policy.
- b. Formative and summative assessment being used to monitor progress and plan lessons.

**8. Behaviour**

We manage behaviour effectively to ensure a good and safe learning environment. We do this through:

- a. Consistently following the Behaviour Policy to ensure a safe, suitable and purposeful learning environment.
- b. Ensuring learning behaviour focuses on OTTER learners (Ourselves, Try, Think, Enquire, Risks).
- c. Setting up good relationships with all pupils, involving parents as necessary.
- d. Having a whole school ethos where all staff work pro-actively to support and motivate all pupils.

Signed: .....Head Teacher

Date: .....

Signed: .....Chair of Governors

Date: .....

Date of Policy:

Date to be reviewed: