

Courtland School
Everybody Can Be Somebody

Teaching and Learning Policy

RATIONALE

Effective teaching and learning for all children is central to our mission statement: 'Everybody Can Be Somebody'.

'Tell me and I forget
Teach me and I remember
Involve me and I learn'

Benjamin Franklin

AIMS

- To provide a secure, stimulating climate and environment where learning is enjoyable and challenging.
- To promote the acquisition of English, Mathematics, Computing and Social Skills essential for life outside school and continued learning across all foundation subjects.
- To provide a culture which celebrates success and in which we aspire to reach every child rather than just cover the curriculum.
- To promote knowledge about learning as an important tool for teaching.
- To promote high standards of achievement throughout the school, ensuring all children have the opportunity to reach their full potential.

GUIDELINES

1. EFFECTIVE TEACHERS AND TEACHING ASSISTANTS

Teachers and Teaching Assistants work together to facilitate the learning of all children. The following characteristics were agreed by Teachers and Teaching Assistants in September 2017. Inevitably, there is a great deal of overlap. It is also important to remember that these are summaries: the characteristics of each are NOT mutually exclusive.

Characteristics of an Effective Teacher

(Reviewed and amended by Courtland Teachers, September 2017)

1. Knowing the children
 - Forming positive relationships with children
 - Using information gathered previously
 - Taking account of children's personal circumstances and interests
2. Creating a positive climate for learning
 - Implementing the foundations of British Values
 - Being aware of the Social and Emotional aspects of Learning
 - Explicitly teaching Social Skills
 - Developing children's Emotional Language and Emotional Intelligence
 - Following the Help Children Achieve More Agenda

3. Managing Time
 - Being clear about what is to be achieved in each lesson
 - Planning and communicating the work/focus of Teaching Assistants, support Teachers and volunteer helpers
 - Organising the classroom and resources to make efficient use of time
 - Evaluating the lesson afterwards and considering if timing/pace could be improved.
4. Setting High Expectations
 - Planning reflecting High Expectations for all children and appropriately challenging the High Achievers
 - Being explicit to the children about expectations (including behaviour)
 - Praising, celebrating and rewarding
 - Expressing disappointment (fairly but firmly) when a child has not produced his/her best.
5. Questioning and Responding
 - Reviewing previous knowledge and understanding
 - Probing, extending and expanding skills, knowledge and understanding
 - Giving constructive feedback either verbally or through marking
 - Children responding to the Teacher's feedback
6. Pace and Rigour
 - Setting time targets for the children
 - Making sure children know what they are trying to achieve and why in the time allowed.
7. Learning
 - Using knowledge of individual children
 - Using a variety of Teaching and Learning styles in order to reach every child
 - Enabling children to acquire skills and assimilate new information and then apply the skills and information in other contexts.
 - Reviewing and recapping learning using plenaries
8. Professional Development
 - Extending knowledge about Teaching and Learning
 - Valuing one's own learning

Characteristics of an Effective Teaching Assistant

(Reviewed and agreed by Courtland Teaching Assistants, September 2017)

1. Knowing the children
 - Implementing the foundations of British Values
 - Forming positive relationships with children
 - Using information gathered previously
 - Taking account of children's personal circumstances and interests
2. Creating a positive climate for learning
 - Being aware of the Social and Emotional aspects of Learning
 - Encouraging children to practise Social Skills
 - Developing children's Emotional Language and Emotional Intelligence
 - Following the Help Children Achieve More Agenda

3. Managing Time
 - Being clear about Learning Objectives for each lesson through access to the Teacher's planning.
 - Assisting with classroom organisation
4. Setting High Expectations
 - Being explicit to the children about expectations (including behaviour)
 - Praising, celebrating and rewarding
 - Expressing disappointment (fairly but firmly) when a child has not produced his/her best.
5. Questioning and Responding
 - Reviewing previous knowledge and understanding.
 - Probing, extending and expanding skills, knowledge and understanding.
 - Being responsive and flexible and able to adapt tasks for individual children if necessary.
 - Giving constructive feedback either verbally or through marking
 - Children responding to the Teaching Assistant's feedback
6. Pace and Rigour
 - Setting time targets for the children, adapting them if necessary
 - Making sure children know what they are trying to achieve and why in the time allowed.
7. Learning
 - Using knowledge of individual children
 - Providing secure opportunities for groups/individuals to talk about any difficulties
 - Keeping appropriate notes and observations
8. Professional Development
 - Having knowledge of the 2017/18 Curriculum
 - Extending their knowledge about Teaching and Learning
 - Valuing one's own learning

2. ELEMENTS OF PRACTICE AND IMPLICATIONS FOR TEACHING AND LEARNING

ELEMENT	Implications for Teaching	Implications for Children's Learning
TEACHING TIME/ CURRICULUM	<ul style="list-style-type: none"> ▪ Providing broad and balanced coverage ▪ Having designated time for social and emotional aspects of learning ▪ Making subject divisions and links explicit to children when making cross curricular links ▪ Maintaining pace ▪ Setting time targets and giving time 'warnings' 	<ul style="list-style-type: none"> ▪ Able to communicate experiences and understanding in a variety of subjects ▪ Able to understand how their emotions affect their behaviour and learning and what to do to avoid negative impact ▪ Able to appreciate links between subjects ▪ Working within time restraints ▪ Understanding the importance of completing tasks ▪ Being on task, having a sense of purpose

<p>PLANNING</p>	<ul style="list-style-type: none"> ▪ Using explicit learning objectives in long, medium and short term planning ▪ Using assessment information ▪ Reviewing previous learning ▪ Differentiating ▪ Liaising with Teaching Assistants, support Teachers and volunteers ▪ Evaluating to inform future planning ▪ Having realistic expectations. ▪ Using an extensive teaching repertoire and planning a variety of learning activities in order to reach every child ▪ Encouraging creativity and making cross curricular links ▪ Using children's ideas in their planning 	<ul style="list-style-type: none"> ▪ Being clear about learning outcomes expected. ▪ Being on task, motivated and interested. ▪ Experiencing challenging activities that build on prior knowledge and existing understanding ▪ Developing skills and attitudes as well as knowledge ▪ Recapping what they have learnt using plenaries ▪ Making measurable progress ▪ Children to initiate learning
<p>ASSESSMENT FOR LEARNING</p>	<ul style="list-style-type: none"> ▪ Reviewing prior learning ▪ Using assessment to inform planning ▪ Celebrating achievements ▪ Evaluating lessons ▪ Setting targets ▪ Measuring progress against previous best ▪ Reflection time to stimulate awe and wonder 	<ul style="list-style-type: none"> ▪ Being motivated by involvement in setting own classroom targets ▪ Being involved in setting SEN Support Plan outcomes where appropriate ▪ Being aware of own strengths and areas for improvement ▪ Learning in a focused way ▪ Being challenged and extended ▪ Having a sense of achievement ▪ Using each other to test understanding ▪ Wanting to improve on previous best
<p>CLASSROOM ORGANISATION & COMMUNAL AREAS</p>	<ul style="list-style-type: none"> ▪ Knowing what resources are needed to support learning ▪ Establishing explicit and consistent systems that can be used by children ▪ Labelling areas and resources ▪ Ensuring ready access to resources ▪ Interactive displays reflecting the 2014 Curriculum 	<ul style="list-style-type: none"> ▪ Being self-disciplined, organised and tidy ▪ Being independent ▪ Being on task, always 'purposefully employed' ▪ Not having to queue ▪ Understanding what is an acceptable noise level ▪ Learning from responsibility ▪ Having collective responsibility for classroom equipment

<p>EXPECTATIONS</p>	<ul style="list-style-type: none"> ▪ Having and communicating high expectations ▪ Raising self-esteem ▪ Negotiating with children eg Classroom Codes of Conduct ▪ Having personal Teacher goals/CDP targets ▪ Making constant reference to wider school aims/ethos/codes. ▪ Demonstrating excellence ▪ Modelling learning behaviour eg 'looking it up', learning from errors, being persistent 	<ul style="list-style-type: none"> ▪ Maintaining high standards of work and behaviour ▪ Having confidence ▪ Able to take risks ▪ Being persistent ▪ Responding positively to constructive criticism ▪ Knowing and applying Codes of Conduct ▪ Learning from good role models. ▪ Fulfilling your potential so that 'Everybody Can Be Somebody' ▪ Having pride in presentation
<p>RESOURCES</p>	<ul style="list-style-type: none"> ▪ Planning for use of resources ▪ Teaching safe and efficient use of resources ▪ Being creative/imaginative ▪ Using ideas/inspiration from courses ▪ Evaluating the effectiveness of resources ▪ Sharing expertise with children and colleagues ▪ Ensuring equal access ▪ Making appropriate use of available technology as a teaching tool 	<ul style="list-style-type: none"> ▪ Learning from experience - by doing ▪ Developing understanding through artefacts ▪ Developing manipulation skills ▪ Applying practical skills learnt ▪ Having respect for property (School Aims) ▪ Sharing/being tolerant ▪ Being motivated ▪ Having access to a range of stimuli
<p>DIFFERENTIATION</p>	<ul style="list-style-type: none"> ▪ Using assessment to inform future planning for individuals/groups ▪ Planning focused use of Teaching Assistants, support Teachers, students and volunteers ▪ Using resources to facilitate access to the curriculum ▪ Setting clear, achievable tasks ▪ Using a variety of grouping strategies to support learning eg mixed ability, same ability, friendship groups 	<ul style="list-style-type: none"> ▪ Being on task, well motivated ▪ Working at an appropriate level ▪ Able to complete tasks ▪ Having a sense of achievement for all that is gained ▪ Developing understanding of subject matter ▪ Producing progressively higher standards of work/making progress ▪ Being able to respond to challenging questioning ▪ Both supporting and learning from their peers

<p>EQUAL OPPORTUNITIES</p>	<ul style="list-style-type: none"> ▪ Have a good understanding of British Values ▪ Being aware of issues (eg gender, culture, creed) which might affect opportunity ▪ Using data analysis for certain groups who are under achieving eg vulnerable children ▪ Tracking these groups to ensure progress ▪ Planning for equal opportunity eg use of resources, access to activities ▪ Celebrating differences ▪ Making similarities explicit. ▪ Using children as 'experts' ▪ Using display as a tool for celebrating diversity ▪ Having and using specific resources eg RE artefacts, dual language texts 	<ul style="list-style-type: none"> ▪ Feeling valued and therefore having the confidence to share work, ideas, knowledge, feelings ▪ Being aware of opportunities for active participation ▪ 'Everybody Can Be Somebody' We are all equal in the school community ▪ Being respectful and tolerant ▪ Being prepared for life outside school ▪ Involving children in festivals and assemblies
<p>TEACHER KNOWLEDGE OF CHILDREN</p>	<ul style="list-style-type: none"> ▪ Getting to know children personally ▪ Building relationships with children ▪ Knowledge of friendship groups ▪ Working at relationships with parents ▪ Being ready and making time to listen as appropriate ▪ Taking time to read previous report ▪ Making Home Visits (Reception) ▪ Finding out what children already know ▪ Tackling sensitive issues 	<ul style="list-style-type: none"> ▪ Experiencing a happy and fulfilling learning environment ▪ Understanding that expectations extend beyond the classroom (i.e. to parents, carers, other staff, Headteacher and in the playground) ▪ Trying hard ▪ Settling into school/new class quickly ▪ Having appropriate interactions with staff ▪ Asking purposeful questions
<p>DISPLAY</p>	<ul style="list-style-type: none"> ▪ Displaying - labelling where appropriate - all children's work ▪ Celebrating achievement ▪ Involving all children in displays ▪ Making reference to displays ▪ Setting up interactive displays ▪ Making displays stimulating, attractive and varied ▪ Reflecting a broad and balanced creative curriculum 	<ul style="list-style-type: none"> ▪ Able to point to their work ▪ Able to explain why we have displays in the classroom ▪ Knowledgeable about displays - can talk about them ▪ Having knowledge of displays throughout the school ▪ Developing high self-esteem ▪ Being well-motivated/having goals. ▪ 'Everybody Can Be Somebody' - everybody will have work displayed ▪ To have a sense of pride in their work

SCHEMES OF WORK/ POLICIES	<ul style="list-style-type: none"> ▪ Ensuring statutory provision ▪ Ensuring the knowledge of these policies are up to date for all staff ▪ Ensuring progression & continuity ▪ Getting ideas ▪ Using suggested assessments ▪ Referring constantly to Mission Statement and School Code ▪ Reading and applying policies ▪ Being consistent 	<ul style="list-style-type: none"> ▪ Building upon previous knowledge and experiences ▪ Being clear about expectations ▪ Having high self-esteem/confidence ▪ Able to self assess ▪ Having knowledge of context of work ▪ To have knowledge of their year group curriculum
COMPUTING	<ul style="list-style-type: none"> ▪ Keeping own skills up-to-date ▪ Using Computing to support teaching of other subjects ▪ Using Computing for planning, assessment, recording and reporting ▪ Using Computing for presentation and to extend the teaching repertoire ▪ Monitor the use of the Internet ▪ Make children aware of the dangers of the Internet ▪ All classes to write an Online safety Code ▪ Use the Learning Platform as an effective teaching tool to enhance learning 	<ul style="list-style-type: none"> ▪ Able to use the computer and suggest when it is appropriate to use the computer ▪ Preparing for life outside school ▪ All children to adhere to the Online safety Code ▪ Being motivated by use of varied resources/tools for learning ▪ Being supported in learning and presentation by Computing (especially children with SEND) ▪ Being motivated and stimulated by a range of teaching tools ▪ Use Computing to encourage children to have a 'voice' ▪ Effective use of Learning Platform at school and at home
MARKING AND FEEDBACK	<ul style="list-style-type: none"> ▪ Knowing and implementing the policy ▪ Valuing the children's work ▪ Marking in a focused way, linked to Learning Objectives and showing progress ▪ Giving clear advice, both written and verbal, on how to improve, in a way that can be read/understood by the child ▪ Questioning and extending ▪ Using marking to make formative assessments which inform planning 	<ul style="list-style-type: none"> ▪ Being reflective learners ▪ Learning from constructive criticism and responding to comments ▪ Being motivated to improve on previous best by knowledge that work is valued ▪ To give advice on someone else's work - peer evaluations/assessments ▪ Children to regularly respond to their Teacher's comments
HOME LEARNING	<ul style="list-style-type: none"> ▪ Reinforcing/extending curriculum by having clear links between home learning and class learning ▪ Communicating/ sharing children's learning with parents. ▪ Enabling parents to support 	<ul style="list-style-type: none"> ▪ Learning at home with parents ▪ Being motivated by the sense of partnership (common cause) between home & school ▪ Developing self discipline, organisation and time management skills

	<ul style="list-style-type: none"> children's learning ▪ Providing opportunities to practise skills ▪ Providing opportunities to do research ▪ Home Learning Club to be set up and run by Teaching Assistants - monitored by Teachers 	<ul style="list-style-type: none"> ▪ Fostering independence ▪ To use the Learning Platform ▪ Children to attend Home Learning club when appropriate
COMMUNITY	<ul style="list-style-type: none"> ▪ Establishing community links with curriculum ▪ Discussing local issues ▪ Providing opportunities for participation in projects eg the School Travel Plan ▪ Have knowledge of places to visit and visitors to invite into school ▪ Learning about and using parental expertise ▪ Using local schools ▪ Partnering with other schools including those in other countries 	<ul style="list-style-type: none"> ▪ Being prepared for life outside school ▪ Learning elements of good citizenship eg Play Leaders, Playground Pals, School Librarians ▪ Being aware of issues affecting their community ▪ Having a sense of belonging ▪ Learning how to make a contribution ▪ Having the curriculum made relevant ▪ Appreciating diversity ▪ Developing tolerance
PARENTS/CARERS	<ul style="list-style-type: none"> ▪ Teachers aware of the Working with Parents Policy ▪ Learning about, valuing and using parental expertise ▪ Welcoming & understanding parents' contribution to/views on their children's learning ▪ Regular Parent Forums ▪ Communicating learning objectives to parents ▪ Meet the Teacher meetings ▪ Creating a parents room to promote home school partnerships 	<ul style="list-style-type: none"> ▪ Having increased access to areas of the curriculum ▪ Being given new challenges ▪ Relating to adults ▪ Having enhanced learning opportunities because of more adult interaction ▪ Children proud of their parents volunteering ▪ Parents on the Governing Body ▪ An active PTA which raises money to enhance the curriculum for the children

LINKS WITH OTHER POLICIES

The conditions that promote learning extend beyond the classroom and lessons. The emotional and social aspects of learning, the learning environment and the partnership with parents are only some of the factors which will affect the learning of individual children. Therefore, all school policies will impact upon learning, in particular the following:

- PSHE/ Citizenship
- Behaviour / The Courtland Code/ Prevent Duty guidelines
- Assessment Positional Statement
- Teachers and Teaching Assistants Working Together
- Home Learning

- Health and Safety
- Child Protection/Safeguarding
- Online Safety
- Inclusion
- Marking and Feedback

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Teaching and Learning Policy

Policy set up:	Undated	
Reviewed:	November 1997	(M. Gate and teaching staff)
	April 2002, September 2004	(A. McClimont, teachers and teaching assistants)
	September 2005	(A McClimont, teachers and teaching assistants)
	October 2006	(L Walker, teachers and teaching assistants)
	September 2007	(L Walker, teachers and teaching assistants)
	September 2008	(L Walker, teachers and teaching assistants)
	September 2009	(L Walker, teachers and teaching assistants)
	September 2010	(L Walker, teachers and teaching assistants)
	September 2011	(L Walker, teachers and teaching assistants)
	September 2013	(L Walker, teachers and teaching assistants)
	Had moved to bi-annual cycle but new curriculum was introduced	
	September 2014	(L Walker, teachers and teaching assistants)
	September 2015	(L Walker, teachers and teaching assistants)
	September 2017	(L Walker, teachers and teaching assistants)
Date of next review:	September 2019	