



TEACHING AND LEARNING POLICY

AUTHOR	REVIEWED	NEXT REVIEW
R. HORTON	SEPTEMBER 2020	SEPTEMBER 2021



OULTON
PRIMARY SCHOOL

Oulton Primary School

TEACHING AND LEARNING POLICY

2020-2021



Aim:

Children learn best when...

- They are excited and interested in what they are learning.
- They have formed good relationships with their peers and staff.
- They have ownership of their learning.
- They are challenged.

Non –Negotiables for Learning and Teaching at Oulton Primary School.

- Children are challenged in lessons.
- There is effective use of regular feedback on learning – peer/self-assessment, clear learning objectives and success criteria, questioning promotes feedback between pupils, pupil to teacher and teacher to pupil.
- Accurate and timely use of Assessment for Learning strategies, - re-shaping the learning in response to feedback from children.
- Questioning- open ended and develops pupils' thinking.
- Written feedback is specific to learning and next steps. Children may respond to the written feedback.
- We promote independent learning skills.
- Less teacher-talk where appropriate.
- Provide practical, concrete experiences for learning especially in Maths – making excellent use of concrete (practical) equipment and pictorial representations of concepts before moving onto abstract learning.
- Lessons are active and collaborative.
- The learning environment supports good learning – working walls, use of static and interactive whiteboard, resources.
- Lessons are well differentiated and make use of inclusive practice strategies to ensure appropriate challenge for all.
- Topic or thematic approaches to foundation subjects.

EYFS –

Learning opportunities should:

- Be playful and experiential
- Be child led where appropriate
- Be active
- Be available outdoors
- Be open ended
- Be tailored to the children's individual stages of development
- Develop collaboration and critical thinking
- Develop the Characteristics of Effective Learning and the Prime Areas of Learning which are fundamental to Early Years
- Develop the Specific Areas of Learning which include essential skills and knowledge that grow out of the prime area and provide important contexts for learning.

Teacher led inputs should be short and intensive whilst still meeting the above criteria.

For further detail refer to the Early Years 'Development Matters' document.

Roles and Responsibilities

Staff – CPD, Classroom Environment set up for learning, meet all children's needs, develop relationships with children, promote curious and independent learners, plan effective lessons, re-shape learning, provide quality feedback to move learning on, support each other in triads.

Pupils – Become independent learners, learn to FAIL and make mistakes and learn from them, work collaboratively, develop resilience, ask questions to further learning

SLT – Observe and give critical feedback, support and provide learning opportunities for staff, lead training,

Governors – review policies, meet with SLT, visit school and observe lessons, speak to children about learning, report back to Governors,

Parents – attend Curriculum evenings, support homework, growth mind-set attitude and positive attitudes to learning

Monitoring

- Regular observation of teaching and learning by Senior Leadership Team.
- Regular Pupil Progress Meetings.
- Peer observation throughout the year.
- Planning and book scrutiny when requested.

Additional information on our website

- Marking and feedback guidance
- Year group pages

