

St. Michael's C of E Aided School



Back Lane, Aldbourne, Marlborough, Wiltshire SN8 2BP

Telephone: 01672 540434 Fax: 01672 541536

Email: admin@stmichaelsaldbourne.co.uk

Web: www.stmichaelsaldbourne.co.uk

Policy: *Learning and Teaching*

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June 2015	June 2017	School	Judith Arkwright/SLT

Introduction

At St. Michael's we believe that all children deserve a curriculum which is relevant, stimulating, supportive and fun. It should prepare them for their future life and to take a responsible role in society. We aim to achieve this by providing good quality teaching within these areas.

How can we promote outstanding learning?

- Actively involving children in their own learning
- Learning should be fun, practical and relevant to children's lives
- Ensuring that children are given opportunities to learn using a variety of styles
- Provide an effective learning atmosphere where all feel they can contribute in safety and are willing to take risks
- Ensure that relationships in the school are positive and promote children's motivation
- Effectively tracking children's progress and taking swift action to address any underachievement
- Use assessment information to ensure that effective differentiation is in place to challenge and support all children
- Develop the skills that children need, not just a body of knowledge, which they can apply to a range of situations

What will this look like in the classroom?

- A clear learning objective and success criteria will be shared with children so that they know what successful learning looks like
- Children are supported to evaluate their own learning against success criteria
- Effective questioning is used to probe, clarify and check children's understanding. This will include a significant amount of open questioning.
- Opportunities for all children to engage with whole class teaching will be offered every lesson. For example, paired talk, individual whiteboard work, response cards etc.
- Clear expectations of behaviour for learning – active listening, engagement, allowing others the opportunity to learn
- Children are given feedback which highlights what they have achieved and offers them the next steps (see marking policy)
- Assessment for learning used to adapt lessons to promote the best learning
- The pace of lessons will move appropriately in order to challenge children, while supporting



those that need it

- Children becoming confident to reflect on their learning and what they need to do to make it better
- A variety of children's activities – practical, written, group and paired work, drama...
- Teachers will be confident in their subject knowledge, and will model 'How to find out' at points where the learning goes beyond what they know
- Opportunities for first hand experience will be given through visits, visitors, artefacts, real life problem solving etc
- Homework will be used to support and reinforce learning in the classroom when appropriate

How can the classroom environment support this?

- Resources in the classroom will be organised so that children can access the independently
- Word rich environment, with a good proportion of handwritten notices to model good handwriting
- Working walls will support children with the current topic. The intention is that these are useful and current, so they may not necessarily be beautifully presented
- Models and images to support children's learning
- Vocabulary to support current topic and ongoing work
- Celebration of children's work and achievements
- Interactive display to encourage children to engage with questions or add to

How will teacher's planning support this? (also refer to school planning documents)

- Effective sequences of lessons should be planned which build on previous learning and towards an outcome
- Teachers will plan to address whole school curricular targets to promote areas of learning identified
- A clear learning objective should be identified for every lesson
- Effective differentiation will build on what we know of the children's abilities in order to challenge them effectively
- A variety of teaching strategies should be planned for. For example modelling, demonstrating, questioning, explaining, problem solving, shared work etc
- A variety of teaching styles should be planned for to engage children with different preferred learning styles
- Teachers will make ongoing assessment jottings on planning
- Planning should be flexible and ongoing assessment will be used to adapt planning as lesson/week/term progresses. This should be annotated on planning

How will children's work demonstrate this? (see also, presentation appendix to marking policy)

- All work will have a clear learning objective in child friendly language. This should refer to the skill being learned, not the context
- Children will be encouraged to value all of their work and to demonstrate this by presenting their work with care
- Children will self evaluate their work against the success criteria for the lesson

- All work will be marked in line with the marking policy
- Children will be supported to self and peer assess their work (Shirley Clarke)

Related documents:

Curriculum area policies

Assessment policy

Marking policy and presentation appendix

Homework policy

Planning formats/documents/schemes of work