Teaching and Learning
Policy

Longford Park School

Prepared: February 2006 / February 2007
Reviewed: September 2010 / December 2013 / April 2017
Approved by Governing Body: Signed

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Next Review: Dec 2019
Date: 07/04/2017
Minuted 18/05/2017
Introduction

We believe that learning should be a rewarding and an enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Our Philosophy

Our approach to teaching and learning is generated around providing the absolute best for each individual child. Due to the expertise of adults in school, small class sizes and resources we are ideally positioned to deliver highly personalised learning for all. Relationships are the cornerstone of all the success in our school and this is no different for effective learning. Due to the nature of our children the connection they have with their teacher is of paramount importance, our children will only reach their potential when the relationship and connection they have with their teacher is completely authentic and genuine. To enable this, we empower teachers to develop their own style of interaction and curriculum delivery that promotes the sense of security our children require to challenge themselves, be challenged and take risks with their learning.

Teaching and learning is extremely closely monitored following our rigorous Quality Assurance Timetable. High quality Performance Management and appraisal of all teachers enables a focus for teachers to develop according to their individual and whole school priorities. As with our children we believe in the investment in teachers as individuals, CPD provides our most powerful tool in developing the most effective teachers by maximising individual and collective potential.

Due to the social and communication difficulties our children face we have invested greatly in Collaborative Learning techniques across the school. This is an educational approach to teaching and learning that involves groups of children working together to solve a problem, complete a task, or create a product. During the process, the learner creates a framework and meaning to the discourse which accelerates learning opportunities.

Aims

- To provide each individual with the best education possible.
- To provide a happy, caring and challenging environment in which everyone can acquire knowledge, skills and attitudes relevant to themselves and society.
- To ensure that everyone achieves their full potential intellectually, physically, emotionally and socially.
- To enjoy a busy life within the school community by creating and sustaining spiritual, moral, social and cultural values of respect, tolerance, co-operation, friendship and understanding.
Effective Teaching

When teaching is at its most effective, the following are common factors:

- Classroom Management is clear to the children and promotes independent learning.
- The classroom/school ethos is strong and promotes a happy and enjoyable learning environment.
- The teacher has good subject knowledge.
- There are clear learning objectives.
- Planning is thorough with clearly differentiated tasks which match the children’s ability.
- Assessment informs the next step of learning.
- Lessons here build on previous learning.
- Individual targets are appropriate, clear to the children and manageable for the teacher.

**Marking of work highlights targets being worked toward and learning objectives.**

**Advanced questioning is embedded in practice.**

Effective Teachers are:

- Flexible
- Inspirational
- Co-operative
- Respectful
- Able to self-evaluate
- Good communicators
- Risk takers

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take this into account when planning teaching and learning styles. We offer opportunities for children to learn in different ways. These include:-

- investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole class work
- asking and answering questions
- use of ICT
- fieldwork and visits to places of educational interest
- watching television and responding to musical or recorded material
- debates, role plays and oral presentations
- designing and making things
- participating in athletic or physical activity
Effective Learners

- take responsibility for their own learning
- are involved as far as possible in reviewing the way they learn
- reflect on how they learn.

The Learning Environment

We believe that the classroom environment, which is the primary place of learning, is paramount to good teaching and learning. It is essential that:-

- the classroom is a happy place where the children feel relaxed and at home
- the classroom is a safe place
- displays encourage children to learn - they should be bright, lively and at times interactive
- the classroom should be well resourced and that these resources should be accessible for the children when appropriate.

Continuous Professional Development

We have a commitment to Continuous Professional Development for all our staff for the following reasons:-

- We believe that high standards in teaching and learning depend upon relevant, focussed and effective professional development opportunities for teachers.
- Becoming and remaining a good teacher, keeping knowledge of curriculum subjects up-to-date and being able to make the most of new technology all require continuous professional development.
- Teachers who are involved in and have enthusiasm for, lifelong learning themselves are excellent role models to pupils.
- A commitment to the development of staff members leads to greater self-esteem, self-confidence and enthusiasm, better quality teaching and a substantially greater capacity in the school as a whole for continuous self–improvement.

Headteacher and Governors

The Headteacher and Governors determine, support, monitor and review the quality of teaching and learning. In particular they:-

- Support the staff by allocating resources effectively.
- Ensure that the school building and premises are best used to support successful teaching and learning and that they conform to health and safety regulations.
- Monitor, through the Curriculum committee, how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the school through the school self-review process.
Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Daily communication through the home/school target sheets.
- Sending reports to parents in which we explain the progress made by their child and with clear targets for improvement.
- Where parents comment or query in communication through homework books or letters we will respond within one school day.
- Explaining to parents how they can support their children with their schoolwork.
- Holding parents evenings where their child’s work can be reviewed and their progress discussed.
- Annual reviews for pupils with statements for Special Educational Needs.