



**The Griffin Federation**  
*Learning Together for Excellence*

## **Gedney Drove End, Holbeach St Marks & Sutton Bridge Westmere Primary Schools**

~ Executive Headteacher - Miss Karyn Wiles ~

### **Teaching and Learning Policy** **September 2016**

*This Policy should be read in conjunction with:  
Positive Behaviour Management Policy  
Homework Policy  
Assessment Policy  
Special Needs Policy  
School Improvement Plan*

*This Teaching and Learning policy lays the foundations for the whole curriculum, both formal and informal and, along with our Mission Statement and Aims, forms the context in which other policy statements should read. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning the work at our schools*

#### Principles:

Learning is most successful when.....

- ✓ Learners feel safe and secure to take risks and learn from their mistakes.
- ✓ Learners are given the opportunity to follow the complete learning process
- ✓ Everyone is enthusiastic, passionate and happy
- ✓ Lessons reflect a balance of learning styles and teaching methods within a stimulating environment
- ✓ Learning is purposeful and builds on prior knowledge and learners know how well they are doing and are empowered with the next steps



Principle: Learners feel safe and secure to take risks and learn from their mistakes.

Expectations of staff	Expectations of children	Examples and strategies
<ul style="list-style-type: none"> <li>✓ Plan open ended tasks</li> <li>✓ Willingness to admit they are wrong</li> <li>✓ Use language to encourage children to have another attempt/check and edit work</li> <li>✓ Plan opportunities for children to practice perseverance and model this when appropriate.</li> <li>✓ Focus on process not product for some activities</li> <li>✓ Good pupil/teacher relationships to enable the feeling of security and teachers knowledge of children in order to meet their needs.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Confidence to share ideas</li> <li>✓ Persevere - if it doesn't work then try again</li> <li>✓ Remain positive in the face of adversity</li> <li>✓ Reviewing work/peer and self assessment.</li> <li>✓ Respect contributions of others and empathise when others make mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Praise</li> <li>✓ Classroom culture</li> <li>✓ Peer and self assessment strategies taught</li> <li>✓ Plan appropriate activities that teach the skills and able for teacher to model behaviours.</li> </ul>

Principle: Learners are given the opportunity to follow the complete learning process

Expectations of staff	Expectations of children	Examples and strategies
<ul style="list-style-type: none"> <li>✓ Plan lessons</li> <li>✓ Teach skills</li> <li>✓ Provide opportunities to follow process</li> <li>✓ Give time for reflection</li> <li>✓ Appropriate learning opportunities that meet needs of children</li> <li>✓ Provide opportunities for independence</li> <li>✓ Review work</li> <li>✓ Provide relevant content</li> <li>✓ Collaborative learning environment</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children will engage with lessons</li> <li>✓ Children will take risks with support</li> <li>✓ Respond to feedback and apply it</li> <li>✓ Positive attitude to learning</li> <li>✓ Follow the class charter</li> <li>✓ Respect for others learning</li> </ul>	<ul style="list-style-type: none"> <li>AFL tools and strategies</li> <li>Teacher modelling</li> <li>Next steps shared</li> <li>Guided group work</li> <li>Mini plenaries, plenaries</li> </ul>

✓ Class charter ✓ Strategies - traffic lights/reward points.		
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Principle: Everyone is enthusiastic, passionate and happy

Expectations of staff	Expectations of children	Examples and strategies
<ul style="list-style-type: none"> <li>✓ Teachers plan exciting activities to engage and enthuse - including resources to inspire learners and different learning styles.</li> <li>✓ Teachers show enjoyment and enthusiasm in their teaching.</li> <li>✓ Make children feel valued and praise their responses</li> <li>✓ Give children ownership to encourage these principles</li> <li>✓ Well prepared for teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Positive behaviour</li> <li>✓ Willingness to be involved and achieve</li> <li>✓ Good positive relationships with children and adults</li> <li>✓ Pride</li> <li>✓ Take responsibility for their learning and emotions</li> </ul>	<ul style="list-style-type: none"> <li>✓ School based reward systems (consistent throughout)</li> <li>✓ Sharing of quality resources and good practice</li> </ul>

Principle: Learning is purposeful and builds on prior knowledge and learners know how well they are doing and are empowered with the next steps

Expectations of staff	Expectations of children	Examples and strategies
<ul style="list-style-type: none"> <li>✓ Planning is set within a meaningful context where possible - cross curricular</li> <li>✓ Clear and purposeful planning</li> <li>✓ Assessment is ongoing and reflected in planning</li> <li>✓ Feedback is given in an appropriate way and in line with policy</li> <li>✓ Sharing learning objective and success criteria</li> <li>✓ Set appropriate targets</li> <li>✓ Model/teach strategies for self and peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know what they are learning and why</li> <li>✓ To know how the skills can be transferred into real life</li> <li>✓ To listen to feedback and work towards next steps</li> <li>✓ To be able to think of ways to improve their learning and to self and peer assess</li> <li>✓ To know their targets</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learning is interesting, meaningful, clear, concise and well differentiated</li> <li>✓ Time is given for reflection and response and there is celebration of success</li> <li>✓ Bubble and block, think pink go green</li> <li>✓ Opportunities planned for working towards targets</li> <li>✓ Children create own success criteria</li> <li>✓ Sit 121 with child and discuss their learning and targets once a term</li> </ul>

Principle: Lessons reflect a balance of learning styles and teaching methods within a stimulating environment

Expectations of staff	Expectations of children	Examples and strategies
<ul style="list-style-type: none"> <li>✓ Learning environment - engaging, exciting, resourced, working walls, prompts for independence, accessible for independence etc.</li> <li>✓ Charlie's list is evident</li> <li>✓ Knowledge of learning styles and teaching methods</li> <li>✓ Planned opportunities for learning styles and teaching methods so ALL children can access learning</li> <li>✓ Use ICT as a teaching method</li> <li>✓ Staff aware of own learning styles</li> <li>✓ Vary delivery - class, split input etc. to meet needs of children.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Respect and care/value/pride</li> <li>✓ Have a voice in the organisation of environment and their learning</li> <li>✓ Children feedback to staff regarding teaching methods/styles e.g. through lesson study</li> <li>✓ Expectations of how to use interactive element of ICT tools</li> <li>✓ Participate in all activities</li> <li>✓ Work independently and as a group member</li> </ul>	<ul style="list-style-type: none"> <li>✓ Role modelling by staff</li> <li>✓ Children ownership of room</li> <li>✓ Balance of hands on/visual/S&amp;L/film</li> <li>✓ Lesson study</li> <li>✓ Pupil voice</li> <li>✓ Working walls and displays are interactive, changed regularly, purposeful, relevant, prompts and key questions</li> <li>✓ Differentiation in different ways - mixed, style, ability, interest.</li> </ul>