TEACHING AND LEARNING POLICY

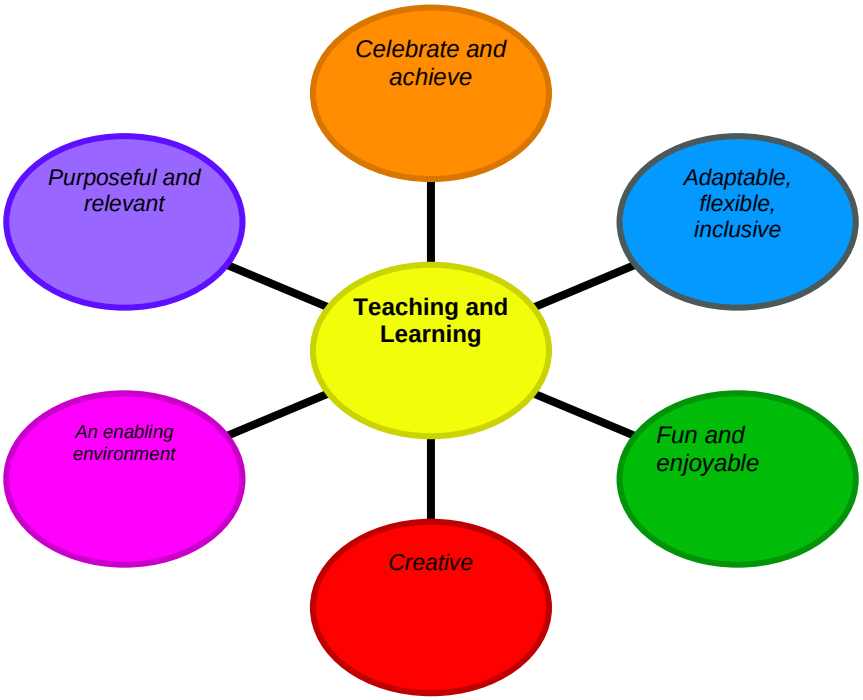
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Care
Achieve
Persevere
Enjoy
Learn

Suffolk County Council

Teaching and Learning at Capel St Mary Primary School



At Capel School we aim to create a learning environment in which young people are encouraged to become:

- **Happy and confident;**
- **Independent and motivated;**
- **Curious and adaptable;**
- **Kind and respectful.**

This is supported by the school drivers:

- **Care**
- **Achieve**
- **Persevere**
- **Enjoy**
- **Learn**

It is rooted in the school's Christian vision "With faith as small as a mustard seed you can move mountains" Matthew 13 verses 31-35

When does effective learning take place?

Three key elements are identified below and in order for children to learn effectively the right conditions under the three elements need to be set up, maintained, monitored and evaluated.

1. Teaching

The teacher is the key person in facilitating learning and is responsible for the learning environment in school. The following points are intended as a guide for good practice, not a tick list.

Teachers' planning should:

1. Purposeful and relevant.
2. Contain activities that will be fun and learning that will be enjoyable.
3. Be focussed and effective, with clear learning objectives, following the Foundation Stage curriculum and the National Curriculum programmes of study. We use the CUSP curriculum to structure learning in the majority of subjects. In maths we use White Rose as a spine. In PSHE/RSE we use the Cambridge Scheme. In PE the Get Set Scheme and for Computing we use Teach Computing.
4. Be differentiated appropriately taking into account all abilities including more able pupils and SEN pupils.
5. Make use of assessment **for** learning, as well as assessment **of** learning referring to the Assessment, Marking and Feedback Policy.
6. Be cross-curricular and creative using real experiences to develop skills wherever possible.
7. Use resources effectively, including LSAs and other adults, pupil premium funding and ICT as appropriate, in the learning environment.

Teachers should:

1. Teachers should be adaptable, flexible and inclusive.
2. Set clear learning objectives, and communicate these effectively.
3. Have high and ambitious expectations of children, their ability and their behaviour.
4. Develop and sustain relationships that allow learning to take place, raise self-esteem using praise and reward honestly and openly.
5. Be prepared and organised for all lessons, including ensuring all adults in the classroom are aware of their role.
6. Be aware of the latest research regarding how children learn and incorporate this into learning opportunities
7. Use individual work, paired work, group work, and talk partners and other grouping effectively.
8. Use open and closed questioning to extend learning and understanding and make good use of plenaries and mini plenaries to assess children's learning and understanding in order to move learning on.
9. Use a variety of approaches to help develop emotional literacy and children's' social abilities.
10. Use marking and feedback well to move children forward referring to the Assessment, Marking and Feedback Policy.
11. In their Appraisal review and CPD be prepared to improve and develop their range of teaching styles in order to directly benefit children's learning.
12. Be reflective about lessons. What went well and why? What didn't go well and why? Be prepared to share this process for the development of others.

2. Learning Environments

The teacher is the key person in developing and maintaining a successful learning environment. When the learning environment is of a high quality, children will be able to take a greater responsibility for their own learning and will be able to work in partnership with the teacher. In order for learning to be effective we should:

1. Create a climate that is conducive to learning in all parts of the school by having high expectations of behaviour and work at all times, not just in the classroom.

2. Develop effective relationships with parents and carers to value the contribution home can make to the learning of all children.
3. Teach the children to take care of the school, its property and equipment and that of each other and teach children to store and use equipment carefully. Teach children to value their work environment.
4. Operate a safe environment, making sure risks are identified and minimised at all times. Begin to teach children to identify risk themselves.
5. Create a bright and inviting classroom where all children's work is valued and celebrated.
6. Teach children that the learning environment extends beyond the classroom and use as much of the school as possible for learning.

3. Rules and Behaviours

Effective learning will not take place in a classroom that is disrupted or chaotic and the teacher is the key person in setting and maintaining good standards of behaviour, supported by the Headteacher. Refer to the Behaviour, Discipline, Reward and Bullying Policy for further detail. In order to develop the right atmosphere teachers should:

1. Have high expectations of behaviour at all times and communicate this to children regularly.
2. Be open, consistent and fair in the application of rewards, rules and sanctions.
3. Promote and model respect for others in all aspects of school life.
4. Promote independence and honesty in decision-making.
5. Provide time for children to explain themselves and promote and model forgiveness.

Monitoring and review

Capel St Mary staff are responsible for monitoring the implementation of this policy.
It is the responsibility of our governing body to note and then monitor this policy.

Adaptable, flexible and inclusive	**Creative**
Engaging Adapted to needs Makes best use of adult support Varied and readily available high quality resources Uses working walls Scaffolded and supported Follows children's interests Involves everyone Timetable and priorities are flexible Everyone can contribute	Cross-curricular links are exploited Open-ended activities involve making choices and taking risks Activities stimulate ideas, the imagination Teachers – confident, responsive, flexible Time scales vary from daily timetabled input to themed events, days and weeks Timescales are flexible
Fun and enjoyable	**Celebrate and achieve**
Happy children and staff – through emotional intelligence and well-being Enthusiastic staff Involving, motivating, engaging activities Physically safe and comfortable Emotionally secure A positive vocabulary – praise not put downs Good relationships between staff and pupils - rapport	Take an interest Show and tell / share Certificates, stickers, Dojo points, star of the week Assemblies to celebrate and share Class awards Feedback – between staff, pupils and parents Open evenings Sports day Clubs and out of school activities Reports and parents' evenings Pupils assess their own work Recognising everyone's talents
Purposeful and relevant	**An enabling environment**
Everyone knows the 'big picture' Joined up learning Celebrate achievement Learning towards a goal or event Learning that encourages pupils to move learning into long term memory First-hand experience Makes best use of 'Assessment for Learning' Progress is planned for, monitored and evaluated by staff, pupils and parents There is a variety of 'end products'	Welcoming to parents, pupils and visitors Quality visits and visitors Good links with other services Everyone feels safe and secure Quality childcare Everyone takes responsibility Clear and consistent rules

Reviewed: January 2025 – Next Review Date January 2027