



LEARNING AND TEACHING POLICY

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Lessons are for LEARNING

And... if the children haven't learned then they haven't made progress.

<p><u>End LEARNING point – having a clear and focussed destination</u></p> <p>Every lesson WILL have a clear end point</p> <p>All elements of the lesson WILL focus on the learning NOT the completion of an activity or a simple shift of information.</p> <p>Every sequence of lessons WILL be cohesive and sequential leading to a clear end point.</p>	<p><u>Assessment for LEARNING throughout the lesson and beyond; the start of change</u></p> <p>Accurate support and challenge WILL be provided to allow learning to happen through conversations, questioning, scaffolding, modelling explaining and checking for understanding.</p> <p>Every child WILL be noticed to ensure that an accurate assessment of their learning can be made and the appropriate adaptations made</p>	<p><u>How will this help the LEARNING?</u></p> <p>All resources – including all adults - WILL add to the learning; they WILL facilitate the learning throughout the lesson whether on a 1:1, small group or whole class.</p> <p>All staff WILL adopt the principle that all information has to be changed into a different form, in order to challenge thinking, develop understanding and obtain a clear indication of what has been understood. Information must not simply involve a shift of information from teacher to learner.</p>
<p><u>High Expectations; No ceilings on LEARNING or behaviour for LEARNING</u></p> <p>Everything WILL have rigour, including pace</p> <p>Consistently high expectations of presentation WILL be evident in books.</p> <p>Children WILL be expected to answer fully with no complacency in their talk for learning.</p>	<p><u>Bringing LEARNING to life</u></p> <p>Teachers WILL plan an engaging Curriculum – bringing content to life</p> <p>Teachers WILL plan for the children to cognitively grapple with the curriculum: explore, manipulate and think.</p> <p>Learning involves memory and understanding. Students may leave the classroom with activities successfully completed, but if they do not understand or do not remember, then they have NOT learned.</p>	<p><u>Know your children; what do they need to LEARN?</u></p> <p>Needs of individual children WILL be identified and planned for accordingly – BEFORE, DURING AND AFTER LESSONS - whether to support or extend and challenge</p> <p>Every child WILL be noticed to ensure that an accurate assessment of their learning can be made and the appropriate adaptations made</p> <p>Teachers WILL know what the children have learned before to support the learning now</p>

<p>Connections in <u>LEARNING</u></p> <p>Teachers WILL make links across the curriculum to ensure that children connect new knowledge and skills with previous learning.</p>	<p>What do teachers need to <u>LEARN?</u></p> <p>Teachers WILL ensure they have secure Subject Knowledge which will enable effective support, challenge and enjoyment.</p>	
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