



Teaching and Learning Policy

1.1 The purpose of our Teaching & learning Policy is to clarify our vision for learning at St Breock School. The policy has been informed by recent educational research into effective learning and teaching and the experience of observing good practice across the school, the Trust and beyond. These guidelines apply across the curriculum.

2.Purposes

2.1 The policy will:

- Contribute to improving and developing the overall effectiveness of teaching and learning.
- Act as a resource for staff in their role in the classroom to provide consistency.
- Provide a clear framework for observations.
- Establish a criteria for monitoring and evaluation with a focus on effective learning environments.
- Provide a stimulus for discussion, research and staff development in the process of learning appropriate strategies.

3. Guidelines

3.1 Learning experiences

The children's learning experiences should be characterised by the following;

- A positive attitude towards learning by children and staff.
- High expectations in terms of achievement and presentation of work.
- A high profile given to personal development and readiness for learning.
- An understanding of the impact of physical activity on learning, how it benefits learners and encourage children to be as physically active as possible throughout the day.
- Where possible meaningful learning experiences should be linked across the curriculum so that knowledge, skills and understanding in one area are consolidated and extended in others to support their memory.
- There is an ethos of aspiration and subjects are linked to the world of work.

Effective use of questioning for assessing and developing learning -

see [Effective Questioning for Learning Policy.docx](#)

- Teachers are adaptive and use scaffolding to support demands on memory so content can be accessed in the same way by all learners.
- Children reflect on and self-evaluate their work.
- Teachers use retrieval across all areas of the curriculum to allow children time to practise their skills and strengthen their memory.
- Children learn through talk – clarifying, justifying and communicating their ideas.

4. Teacher Repertoire

4.1 The following teaching skills will be demonstrated by all staff;

- The modelling of themselves and other adults as learners.
- Movement, body language and tone of voice is considered when interacting with children.
- Celebrating success.
- A range of teaching styles to promote physically active learning.
- Good subject knowledge.
- An understanding of the individual social and emotional needs of learners to enable good relationships to be built between adults and children.
- An understanding of how children learn, that enables the teacher to effectively plan and approach a subject in different ways according to the children's development.
- The expression of a clear learning objective linked to previous work and set within a larger context of knowledge which is shared with the children.
- The designing of challenging, personalised, scaffolded learning activities.
- Maintenance of appropriate pace to ensure coverage and time for review to inform further planning.
- Strategic use of classroom support to raise the attainment and progress of learners.
- Development of a range of behaviour management strategies, in line with our Positive Relationships Policy, according to the needs of individuals and groups within the class.
- Use progress in lessons to inform future planning.
- Make use of formative assessment daily and summative assessment at the end of topic or unit to inform future planning.

Use marking to inform next steps planning and communicate with children on their attainment and progress – see [Marking Policy Autumn 23.docx](#)

- Report to parents through two parent consultations and one written report in the summer term.
- Individual pupil attainment and progress is discussed termly and targets set. This is shared with parents and where appropriate children.

5. Behaviour Management

5.1 We promote good behaviour and attitudes around the school by;

- Providing a safe, secure and stable environment.
- Treating pupils with respect and warmth.
- Being fair in responding to issues.
- Setting clear boundaries for behaviour in the classroom.
- Using our Personal Development Curriculum to enable children to become increasingly aware of their feelings and how to manage them.
- Address issues in context as learning opportunities for children to become more socially aware.
- Encouraging pupils to be involved in the development of their learning.
- Valuing all pupils within the class.
- Having a sense of humour.

- Ensuring the needs of all pupils are met.
- Create a safe and inspiring environment where pupils are encouraged to 'take risks' and try something new to support their learning.
- Being a good role model to the pupils in class and within school.

See [Positive Relationships Policy 2024.docx](#)

6. Learning Environment

6.1 The learning environment includes classrooms, corridors, library, Media Room and playgrounds.

6.2 The learning environment should be consistently organised. Children and staff should be proud of their environment, know what the expectation are in terms of creating and maintaining it. The environment should support and make explicit, learning.

6.3 The learning environment should;

- Be organised and tidy with clear surfaces.
- Have routines for entry, exit, seating, toileting times and transitions.
- Furniture organised for space, movement and interaction between adults and children.
- Be clearly labelled as appropriate.
- Consideration to creating an over stimulating environment.
- Windows and windowsills kept clear to allow as much natural light as possible into the room.
- Have as much fresh air as air temperature allows.
- Have an attractive book corner.
- Storage well organised so children can access learning materials.
- Toolkit for Learning, Love and Laughter visible and referred to.
- Clutter free, tidy children and teachers' work areas.
- Cloakrooms kept tidy by the children.
- Safe access/movement around the room.

7. Displays should;

- Celebrate success and achievement.
- Be purposeful/current in the classroom and corridor.
- Use hessian background.
- Consideration given to ensure displays are not overcrowded and overstimulating.
- Promote how to learn effectively.
- Display key vocabulary.
- Reflect work across the curriculum.

8. Teaching and Learning Checklists.

8.1 The accompanying checklists are designed to help teachers recognise the impact of well-chosen teaching strategies on learning in the classroom.

Checklist 1 - Teaching and Learning

Checklist 2 - Learning Environment

Checklist 1 – Quality of Teaching and Learning

Features of Learning	Teacher Repertoire	Notes
<p>Children/teacher are excited by learning.</p> <p>High expectations in terms of achievement and presentation of work.</p> <p>Encouragement of physical activity.</p> <p>Children are learning in ways appropriate to the individual needs.</p> <p>Children are making links between different subjects so that knowledge and skills are being consolidated in one area and extended in others.</p> <p>Children reflect and self-evaluate their learning.</p> <p>Children are learning through structured talk.</p>	<p>Celebrating success.</p> <p>Body language, movement and tone of voice considered.</p> <p>Good relationships between adults and children.</p> <p>Behaviour is managed effectively.</p> <p>The modelling of themselves and other adults as learners.</p> <p>Good subject knowledge.</p> <p>The expression of clear learning intentions, linked to previous work and set within a larger context of knowledge.</p> <p>Effective questioning moving from the recall of facts to the application of knowledge.</p> <p>Challenging, personalised learning activities to support LO.</p> <p>Pace maintained.</p> <p>Strategic use of classroom support.</p> <p>Marking and feedback is used effectively.</p>	

Checklist 2 – The Learning Environment.

Learning Environment	In place	Next Steps
<ul style="list-style-type: none"> • No coffee cups left in classroom • Is organised and tidy. • Clear surfaces/windows/windowsills. • Is clearly labelled as appropriate. • Has an attractive book corner. • Furniture organised for pace, movement and interaction. • Purposeful displays. • Not over stimulating. • Comfortable temperature. • Storage well organised for access. • Teacher resources in cupboard or filed neatly. • Personal items kept to a minimum. • Clutter free children and teachers' work areas • Only have in your room what you need. • Toolkit for Learning Love and Laughter visible. • Cloakrooms kept tidy by the children. • Safe access/movement around the room. 		