



Teaching for Learning Policy

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Document Review History.

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Children are individuals who come to school with different qualities, personalities, problems, expectations and needs. Since school exists solely for the benefit of the children, it is essential that their uniqueness is uppermost in our thinking at all times and this will be reflected in a child-centered cross curricular approach to their education.

INTRODUCTION

What is the purpose of our policy?

The purpose of our policy is to ensure pupils' learning is developed continuously and progressively to a high standard. Within this policy we intend to set the context for all other curriculum policies and in doing so provide a clear statement of the practice which will help us achieve our whole school aims. It will also enable teachers to reflect on their work in an informed way and it is an essential tool for informing governors and parents about the ethos of the teaching and learning at Aldingbourne Primary School.

How we will use our policy?

We will use this policy to recognise, celebrate and acknowledge success throughout the school. This policy will help shape, monitor and evaluate excellent practice and will ensure a consistency of approach across the whole school. It will allow us to evaluate and improve on current practice as well as giving clear guidelines of excellent practice to new and existing staff.

WHAT IS TEACHING FOR LEARNING?

What do we mean by LEARNING?

To learn is to:

- change
- acquire knowledge, skills, understanding and attitudes and develop as an individual
- make sense of experiences and encounters
- develop the confidence to work independently

'The best learners ask the best questions'

What do we mean by TEACHING?

To teach is to enable:

- change
- the progressive acquisition of knowledge, skills, understanding, attitudes and development as an individual
- children to make sense of experiences and encounters
- children to work independently

'Teachers affect eternity - no one knows where their influence ends'

At Aldingbourne Primary School we believe children learn best

- when there is a positive atmosphere throughout the school
- when they are happy and secure
- when they feel valued
- when they are motivated and stimulated
- through practical, first hand experiences
- through an investigative approach
- when they ask questions that foster their curiosity
- through creative and imaginative expression
- when given opportunities for independent learning
- when given opportunities to work collaboratively
- when there are clear, achievable goals with documented evidence showing progress that has been made
- when given opportunities to practise and reinforce previously learned skills in appropriate situations
- when all children have equal opportunities
- when there is consistency in the teaching
- when teachers have high expectations
- when parents are actively engaged in the learning process
- through celebrating effort and achievement

At Aldingbourne Primary School we believe teachers teach best ...

- when work is thoroughly planned to meet the needs of the children and provide for the full ability range of the class or group
- when children have opportunities for first hand experience and are encouraged to use their local environment
- when there is a stimulating, positive, happy atmosphere within the classroom
- when the classroom is well managed and organised
- when children and teachers are given time
- when there is good communication and teamwork among all teaching and support staff
- when teachers are encouraged in their endeavours and have a positive attitude towards their own work
- when children are given a broad and balanced range of activities to ensure a relevant curriculum
- when the chosen themes for cross-curricular learning are interesting and challenging
- when there is a good supply of readily available resources
- when regular assessments (observations and records) are made to inform future planning
- when parents are actively involved in children's education

**What are we doing at
Aldingbourne Primary School
to promote excellent teaching and learning?**

**'Two processes take place in a classroom - teaching and learning
sometimes they are connected' (Max Coates)**

At Aldingbourne Primary School we believe that teaching and learning is a strength of the school and our recent Ofsted confirms this by stating

'The teaching at Aldingbourne Primary School is 100% good with
elements of very good and excellent'

To ensure that excellent teaching and learning is taking place we have focused on five areas that as a school we feel are vital in bringing about not only excellent but effective and enjoyable teaching for learning.

1. THE LEARNING ENVIRONMENT

The learning environment is vital in ensuring that effective teaching for learning is taking place.

In the School environment if resources are.....

- appropriate and available
- accessible to children and teachers
- the right quality for the task
- easily organised and checked

- allocated planned time for tidying and checking
- sufficient in range to allow children to make appropriate choices from a suitable range
- respected by children and teachers
- used correctly

...then teaching for learning becomes more effective and enjoyable.

In the School environment if space is.....

- used flexibly within given constraints
- used to facilitate group/individual/class arrangements
- used to allow efficient movement/circulation
- organised to best use within the classroom, in work spaces and on table tops
- monitored for effective use

.....then teaching for learning becomes more effective and enjoyable.

In the School environment if the organisation of pupils, staff and work is....

- purposeful and workshop like
- providing an atmosphere that is sensitive and welcoming
- setting some expectations which are common across the school
- building on pupils' experience

.....then teaching for learning becomes more effective and enjoyable.

In the School environment if displays are used to...

- celebrate children's work
- stimulate and motivate
- provide interactive learning
- show a range of media
- show a range of abilities
- set standards
- provide relevant information
- share responsibility for shared or communal areas
- making good use of all available space

.....then teaching for learning becomes more effective and enjoyable.

2. ATTITUDES AND BEHAVIOURS

'The greatest discovery of my generation is that human beings can alter their lives by altering their attitudes of mind'

At Aldingbourne Primary School we believe that the attitudes and behaviour of both staff and children is an important part of whole school life. It is vital that we promote positive attitudes and behaviour and insist that we work together to make everybody feel valued and respected within the school.

Children's Attitudes

We believe that children learn most effectively when they are....

- self motivated
- confident
- secure - personally and socially
- receptive
- interested

- socially responsible
- focused
- positive
- willing
- respected
- happy

Children's Behaviour

We believe that children learn most effectively when they can...

- achieve success
- manage their own behaviour
- reflect and evaluate
- communicate
- listen
- observe carefully and accurately
- collaborate
- persevere and concentrate
- investigate
- problem solve
- understand
- be selective (approaches, skills, resources)
- organise
- work independently
- hypothesise
- apply previous learning and experience
- follow instructions
- use a range of study skills

Teachers' Attitudes and Behaviours

At Aldingbourne Primary School in order to ensure that the above attitudes and behaviours are achieved and maintained it is equally important that teachers' attitudes and behaviour towards all children are positive and friendly. It is important that in order for children to learn effectively and teachers to teach effectively then children must consider teachers to be....

- smiley!
- enthusiastic and interesting
- credible
- able to make you feel confident
- able to treat questions as sensible/value pupils' contributions
- non-patronising
- positive
- well planned/organised
- a good listener
- flexible/purposeful
- sensitive
- understanding
- knowledgeable
- professional in relationships
- fair and honest
- good fun and able to laugh

We firmly believe that these attitudes and behaviours are the characteristics of all the teachers at Aldingbourne Primary School and because of this the teaching for learning that takes place is a joy to experience.

3. PLANNING

It is important that in order to ensure that effective teaching for learning is occurring teachers need to be aware of the 'whole picture'. It is vital that teachers plan effectively and realistically to ensure that all children are given the opportunities to reach their full potential. At Aldingbourne Primary School we dedicate time and energy to ensure that the planning is thorough and differentiated enough to allow all children to be truly supported or stretched. We believe that the most effective teaching for learning takes place when the planning identifies....

- clear learning intentions (WALT)
- strategies for learning (ALPS)
- resources
- tasks
- differentiation
- grouping
- use of teaching assistants and parents
- assessment (WILF)
- evaluation (WILF)

In order to ensure that planning takes place, as a school we believe teachers must be given time and support. At Aldingbourne Primary School we have a whole school planning night which takes place on a Wednesday and allows the teachers time to communicate with each other, share ideas, subject knowledge and resources. Each year group is also given half a day a term to work with the Deputy Headteacher to organise and plan the medium term planning. The Change Team is responsible for checking and ensuring that the long term planning is up to date and accurate. Each co-ordinator has written a very detailed scheme outlining the main learning objectives and possible activities that may be carried out that term. The planning process at Aldingbourne Primary School is evolving each year and the impact it is having is clearly seen by the effective teaching for learning that is occurring throughout the school.

'When teachers stop growing, so do their students' (Roland Barth)

4. TEACHING FOR LEARNING STYLES

As a school we have adopted elements of the ALPS (Accelerated Learning Programme for Schools) teaching styles.

- We believe that all children learn differently and as a result our teaching styles need to be varied in order that all children are given equal opportunity to access the curriculum. Within a given lesson, teachers endeavour to include elements of kinaesthetic, visual and auditory learning
- We believe that drama and role-play is crucial in stimulating and motivating children. Drama is used to bring subjects alive and give children the opportunity to develop their knowledge and understanding through a creative and practical learning experience.

- We believe that teachers have strengths and at Aldingbourne Primary School we use these strengths! We team-teach and use specialist teaching to ensure that the children receive the best learning possible.

'When teaching, light a fire, don't fill a bucket' (Don Snow)

'We all have ability the difference is how we use it' (Stevie Wonder)

'No-one can do everything but everyone can do something'

'We are all equally different'

5. THE SCHOOL CURRICULUM

At Aldingbourne Primary School we believe that the curriculum plays an important part in the type of teaching for learning that takes place at Aldingbourne Primary School. We firmly believe that in order for effective teaching for learning to take place the curriculum needs to be....

- meaningful
- interesting and stimulating
- child friendly but challenging
- varied
- developing intellectual, personal and social skills
- flexible
- inspiring!!!

'In teaching others we teach ourselves'

'Children are the messages we send to an unknown future'

'Learning is a treasure that will follow its owner everywhere' (proverb)

'The educated person of the future is the person who realises they never stop learning'

Last reviewed 09.10.2024

To be reviewed Every 2 years by the Curriculum Committee