



Teaching and Learning Policy

Aim

Grimsdyke School aims to provide a supportive and motivated environment where there is a high level of enthusiasm, where interest is maintained, challenge encouraged, perseverance and concentration sustained and success recognised. We believe that children learn best in different ways. At our school we provide a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential.

The UNCRC and Rights Respecting in relation to Teaching and Learning

As we are developing the leaders and learners of tomorrow it is important that all stakeholders uphold the ideals of the Rights of a Child. **Articles 23, 28, 29, 30 and 31** all have an impact on the learning of children at school. At Grimsdyke we strive to provide an environment where the children are encouraged to learn in a wide range of different ways and Outstanding Teaching is a key feature of this environment.

Developing an understanding of the “Responsibilities” that we all have will continue to develop the experiences of education to which all children have a right.

Effective Learning – Article 23, 28, 29 and 30

Children learn best when they:

- are happy interested and motivated;
- feel peaceful and calm;
- achieve success through learning tasks suitable to their abilities;
- are encouraged to use all their senses and challenged to reach their full potential;
- are encouraged to ask searching questions to extend learning;
- are encouraged to hypothesise and experiment;
- are aware of their individual targets and how to achieve them;
- are given opportunities to be creative and use their initiative;
- are exposed to different learning styles/approaches.

Effective learning results in children:

- knowing they have succeeded and able to evaluate own work;
- feeling they can do more;
- being able to explain what they have learnt;
- being able to apply it to other situations;
- happy to take risks, make mistakes and turn these into learning opportunities;
- becoming confident resourceful enquiring and independent learners;
- producing high quality and well presented work.

The learning environment should:

- challenge, stimulate and encourage;
- be organised and well resourced, accessible to the children;
- be conducive to the task being undertaken by the children;
- reflect and celebrate the success of all pupils.

Effective Teaching – Articles 23, 28, 29 and 30.

Planning should:

- encompass progressive knowledge and skills for each subject;
- include subject specific knowledge and skills;
- be challenging;
- be purposeful and organised;
- have clear learning intentions with a clear link to previous and future learning;
- be personalised to the needs and interests of the class;
- aim to involve children where appropriate especially for their individual targets;
- have cross curricular links;
- include time to reflect on the learning which has taken place;
- reflect a variety of learning styles suitable to the task and the needs of the children.

Teaching should:

- be enthusiastic, challenging and at an appropriate pace;
- include a variety of teaching styles, including VAK;
- ensure children are aware of what they are learning and how to achieve it;
- include a range of appropriate questions and a range of strategies including modelling;
- involve support staff effectively to maximise learning for all pupils;
- make use of a range of appropriate resources to support learning;
- take account of children's targets and individual needs;
- evaluate with the pupils the learning which has taken place and provide quality feedback;
- provide opportunities for home and further learning;
- be delivered with an awareness of behaviour management strategies to maximise learning;
- be reflective and open to some flexibility to meet the needs of the children;
- encourage children to produce high quality and well presented work.

Effective Assessment

Assessment is an integral part of teaching and lies at the heart of promoting children's learning.

Effective assessment should:

- form a record of progress which can inform pupils teachers and parents;
- be based on a range of evidence from all areas of the curriculum;
- provide teachers with a shared understanding of standards of achievement;
- be built into the cycle of planning, teaching, assessment, review and evaluation.

Assessment for Learning

Assessment for Learning is the continual process for use by teachers and pupils to decide where they are, what the next steps are and how to achieve them. Examples of opportunities for assessment include:

- observations;
- feedback;
- questioning;
- marking and tracking of progress;
- work sampling;
- review of targets;
- using success criteria to monitor learning;
- peer and self-assessment;
- photographs and video;
- audio recordings;
- annotations.

Assessment of Learning:

Assessment of Learning is the process of collecting and recording pupil data and outcomes of learning against agreed criteria.

Examples of opportunities of assessment include:

- tests including base line assessments;
- end of Key Stage Assessments;
- Foundation Stage Profile;
- annual reports to parents;
- Rising Stars tests.
- APP

Self-Assessment:

- **Reception:** To use thumbs up, thumbs down.
- **Key Stage1:** Smiley face for how they feel about their work and traffic lights to denote how well they feel they have achieved:
 - **Green** – I understand.
 - **Amber** – I think I've got it but need more practice.
 - **Red** – This is hard. Please help me.
- **Key Stage 2:** Children will self-assess against the given success criteria, using either ticks or comments to assess themselves.

A black triangle can be completed by the teacher next to the Learning Objective/Walt

3 sides – achieved;

2 sides – nearly there;

1 side – didn't understand and needs more help.

Marking Guidelines

Marking is an important part of assessment. This can be carried out by teachers, support staff, peers and as part of self-assessment.

Teachers must allow time, at the beginning of a lesson or during club time, for pupils to read and act on developmental comments as well as correct highlighted errors.

Types of Marking:

- deep/quality marking which includes developmental comments;
- light touch marking;
- praise;
- acknowledgement of effort;
- correction of errors.

Marking Guidelines:

For a more detailed overview, please refer to the Marking and Feedback policy.

Reviewed – June 2020

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