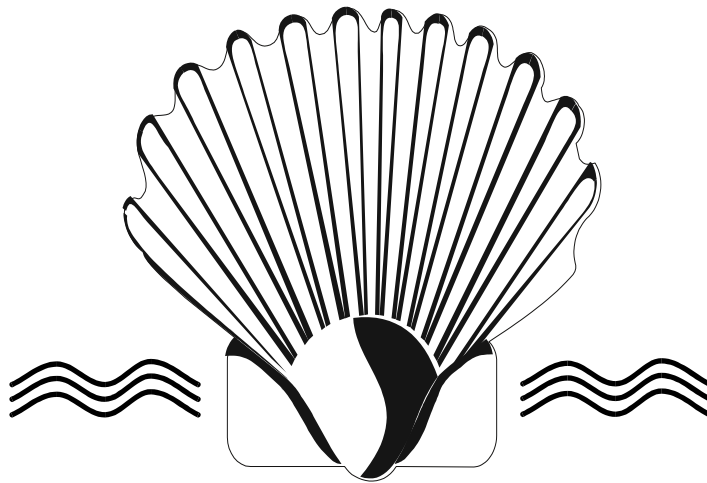


Deeping St James Community Primary School



Teaching for Learning Policy

Curriculum Policy

Teaching for Learning Policy

Teaching's main aim is to enable children to learn. The main aim of learning is to prepare the child for living in today's society. Therefore everything that we do in school is aimed towards developing the child and their ability to learn and once learning has taken place, what has been learnt should be used and become meaningful for the child. This will encourage what has been learnt to become deeper and more purposeful, thereby allowing the child to use what has been learnt in wide and varied circumstances within future learning and living.

Hence the Teaching for Learning Policy is at the heart of the school's ethos and workings.

From this statement we aim that our teaching will try:

To create a climate for learning where:

- High expectations are set and every learner believes that they can succeed
- Opportunities are developed for children to openly ask and answer questions with confidence – whilst not being afraid to take risks or get things wrong.
- The child's "Thinking Skills" are developed. Where children can "think outside the box" and be creative in their own thinking – allowing them to transfer knowledge between subjects and to use their knowledge and skills in a wide variety of situations.
- Children's' varied learning styles are met through the development of a range of creative and interesting teaching strategies and methods.

To create a positive environment for learning by:

- Encouraging and praising children's' efforts and successes
- Ensuring a calm and focussed start to each lesson so that the child is ready and motivated to learn
- Developing an atmosphere and environment which is calm, safe and secure, where routines are understood and accepted
- Allowing access to drinking water supplying physiological needs
- Creating an interesting and stimulating playground environment to ensure positive and useful break times
- Displaying work in a creative and interesting way and sharing work with the whole school so as to celebrate success and to be a stimulus to learning

To create an environment where the children can:

- Discuss ideas in a non-judgemental and experimental way, respecting other peoples' ideas and views.
- Allow themselves time for reflection and reinforcement of learning
- Through a plenary; to be able to review work and set new challenges
- Have choices in the planning and development of their own activities to promote learning, so as to develop the child as self-learners.

To ensure that children understand and appreciate:

- Where skills and knowledge can be applied in everyday life
- What the specific learning objective for each lesson is – and that they develop ownership of it
- The need to monitor and self correct their own work
- The links between other areas of the curriculum
- That they are developing a repertoire of skills which can be applied across subject areas
- That they have a wealth of tools and resources, including ICT, to help them learn
- That they need to reflect and be responsible for their own learning and achievement; learning how best to improve their work based on a clear understanding of their strengths and weaknesses
- That they have targets to reach and that they are responsible for owning those targets and thereby become more practically involved in their own learning.

Planning

Therefore through daily planning teachers will provide the environment and the opportunities for the children to develop these skills through:

- Including times, and opportunities, within lessons for the children to develop their own ideas about a particular concept and investigate it by asking questions and through active discussions.
- Varying the methods of delivery to enhance interest and to appeal to the children's' particular learning style - be that Visual, Auditory or Kinaesthetic.
- Ensuring that the children come into a lesson calmly, and that the children have a focus immediately ready for learning.
- Allowing time within lessons for individual reflection, paired and group discussion and a plenary to discuss what has been learnt, to set new challenges and to address any misconceptions
- Allowing the children to take ownership of the lesson objective by sharing it with them and at times allowing them to have a choice in developing their own activities/games to ensure the learning of the objective.
- Ensuring that the learning is always applied and made real to the child and linked to other areas of the curriculum where appropriate

Assessment

The degree and quality of learning should be assessed regularly, in a variety of ways, so that difficulties are picked up quickly and new challenges or targets can be set. Assessment can take place in a variety of ways:

- Through daily marking, which checks the understanding of the learning that has taken place, and where appropriate, suitably motivational targets are shared with the child to ensure progression in learning.

- Through an interactive plenary session where misconceptions can be picked up, corrected and, through targeted questioning, children that have not picked up the learning objective can be planned for in future lessons.
- Through constant monitoring of children's work within the lessons to correct misconception quickly
- Through termly assessments in Numeracy and Literacy where progress in learning can be monitored and targets set for the new half term.
- Through the questioning and challenging of children's answers

Staff learning

To ensure that there is a constant climate of learning in the school it is also very important that staff have the opportunity to continually develop. This can be achieved through a number of ways:

- Performance management reviews; where personal and school development opportunities are discussed including courses.
- Lesson observation of colleagues to share good practice
- A forum to share ideas and resources amongst teachers
- Time for self-reflection on own practice
- Training

REVIEW

The headteacher will review this policy annually.

Signed by the Governors:

Date:

Signed by the Headteacher:.....

Date:

Date to be reviewed:.....