



## Grove Park Primary School Learning and Teaching Policy 2011

### Key principles: Learning and Teaching

- should be inclusive and enjoyable
- should meet the needs of the whole learner
- should take account of multiple intelligence
- should be flexible
- should create lifelong learners who are active citizens

### People

Where learning and teaching is very good, all partners work together to apply key principles. But teachers have a pivotal role. Over the last fifty years, young people's ideas about good teachers have been surprisingly consistent. Unsurprisingly, these ideas tend to focus on personal qualities and how teachers treat learners. Good teachers are:

**Aspirational:** genuinely believe that the learner can succeed

**Assertive:** decisive and confident but firm and fair

**Encouraging:** positive and supportive, welcoming genuine error as an opportunity to learn

**Enthusiastic:** believe in the value of learning, in what they are teaching, and enjoy the job

**Humorous:** show humour naturally and put the learner at ease

**Open:** prepared to challenge their own thinking and admit they may be wrong or do not know

**Respectful:** genuinely like young people, care about them, listen to them, enjoy their company and do not use sarcasm or humiliation

### Curriculum

The very good teacher interprets the National Curriculum to ensure not only that it meets the needs of all pupils, but also it excites and stimulates all learners. The very good teacher uses the curriculum as a vehicle through which the children are inspired to pursue their passions and interests.

This involves:

- Using creative starting points
- Themed weeks and focus days
- Cross curricular links and topic based learning
- Philosophy for Children
- Critical thinking skills
- Brain based learning techniques
- Trips, visits and visitors
- Ensuring the children achieve a high level of basic skills which they can apply to new situations

### Learning Environments

The very good teacher will possess their personal qualities and a creative approach to the curriculum and will apply these to create learning environments characterised by the following:

Planning which:

- is concise
- takes account of prior learning and preferred learning styles
- affords challenge and opportunities for all to learn at an appropriate pace
- specifies what learners are expected to learn and how/when learning is to be undertaken
- makes best use of available resources
- builds in flexibility to take account of the reality of the learning environment and the needs of individual learners
- links class-work and homework

- provides regular time for independent learning which follows the children's own interests

Teaching approaches which:

- engage and stimulate the learner
- allow for regular review of progress toward learning outcomes
- are varied to match learning needs and preferred styles of learning
- maximise opportunities to work directly with learners in whole class, group and individual situations
- embed ICT in the learning process
- promote positive social interaction
- embeds Habits of Mind

Teacher-learner interactions which are marked by:

- sharing the purpose of lessons and reviewing prior learning
- clear and appropriately pitched explanations, expositions and instructions
- discussions which promote learning and build confidence, giving learners opportunities to express their thinking and use their initiative
- the effective use of praise and the encouragement and valuing of all contributions

Questioning which:

- is skilful and excites the curiosity of the learner
- allows time for thought
- involves all learners
- ascertains where learning went wrong if weaknesses are apparent
- values all genuine responses and exploits them to promote further understanding
- extends learning and higher levels of thinking

Learners who:

- do not fear failure
- become increasingly aware of how they learn
- take responsibility for and are active in managing their own learning
- often set their own targets
- adopt a collaborative approach
- are confident about expressing their thinking and listen to and respect others' ideas
- review their own and their peers' progress and have a very good idea about improvement
- exploit skilfully the opportunities afforded by ICT to extend their knowledge and skills

Assessment which:

- is well matched to clearly identified purposes and encourages learners
- emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress
- is an appropriate blend of self, peer and teacher review
- provides useful information which is regularly shared with learners, and where appropriate, parents / carers and partner professionals
- is formal (tests/exams...) and informal ('taking another look'/peer review... )
- is recorded only where practicable and where there is a clear educational need
- tracks children's progress and informs appropriate intervention