

Policy owner:	H Singleton
Approving body:	Board of Governors
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Teaching & Learning Policy

St Aubyn's School

Policy and Objectives

The policy of the Governors is to promote successful teaching and learning at St. Aubyn's. More specifically, the objectives of this policy are to:

- Provide clarity and common standards for staff, children, parents and governors.
- Establish a framework for consistency and continuity of practice.
- Set down criteria for self-evaluation and school-evaluation.
- Inform outside agencies and the wider community.

Guidelines

These guidelines have been drawn up in consultation with pupils, staff and parents. These guidelines are necessarily prescriptive with regard to the specific roles that each part of the School community plays in the process of teaching and learning but it is recognised and welcomed, that roles overlap and that we are all, together, teaching and learning from each other.

The School Environment

A successful teaching and learning environment has:

- A commitment to the delivery of a high quality, broad-based curriculum, both in and out of the classroom, and to life-long learning.
- An atmosphere which is tolerant, open-minded and progressive.
- Relationships based upon mutual respect and support.
- Success which is valued in all forms, with individual achievements recognised and celebrated.
- A physical environment which is attractive, well maintained and conducive to learning.
- Leadership and management providing clarity, direction and sensitivity.
- A shared commitment from all parts of the community to the School's ethos, aims and expectations.
- Lines of communication which are clear, open and pro-active.
- A commitment to the learning and development of every individual in the School community.

Lessons

In very good lessons:

- Relationships among children and between the children and staff are sympathetic, supportive and respectful.
- Learning is well planned but flexible, with a clear introduction, good pace and a shared conclusion.
- Children feel confident, approach tasks purposefully and thoughtfully, and are encouraged to 'have a go'.
- Tasks are differentiated to meet children's individual needs and abilities.
- There are opportunities for independent learning and cooperative learning.
- ICT resources are easily accessible and readily used.
- Staff and resources are deployed to best effect.

Teaching

In order to deliver very good lessons, teachers will:

- Know each child well and adapt their approach to suit individual children.
- Have high expectations of work and behaviour, appropriate to the needs and abilities of the children.
- Be appropriately dressed.
- Have good subject knowledge.
- Use clear long, medium and short term planning, and review and revise planning regularly.
- Be thoroughly prepared for each lesson (e.g. resources to hand, marked work ready to return) and build on previous learning.
- Communicate with children with clarity, patience and good humour.
- Be open-minded, and observe and listen to children.
- Praise, encourage and reward children, and provide constructive feedback.

Learning

In order to learn effectively, children need:

- A positive and confident approach to learning.
- A variety of tasks and styles.
- Challenge, enjoyment, interest and opportunities to work creatively.
- Secure and supportive relationships within the classroom; a sense of 'belonging'.
- A well-ordered and resourced classroom, and an attractive physical environment.
- All necessary personal resources and equipment to hand.
- Support from home and within the School.

Parents

In order to support teaching and learning, parents will:

- Provide a secure, loving home environment and spend time with children.
- Establish a healthy routine and life-style, which support physical, emotional and social development.
- Take opportunities to give children wider learning experiences (e.g. reading, visits and activities).
- Inform the School of changes in circumstances affecting the child, including all contact details, and share any concerns about the child or wider school issues.
- Provide a positive environment for school homework.
- Help children arrive at school on time, correctly dressed and equipped for each day's activities.
- Attend parent/teacher meetings and support school and SASS events.

These guidelines, and the extent to which they are being effectively implemented, will be reviewed annually at senior-management level. The policy and guidelines will also be more widely reconsidered as part of the three-year development plan process.