

<b>Policy owner:</b>	Mrs H Burn
<b>Approving body:</b>	Board of Governors
<b>Date approved:</b>	October 2021
<b>Effective date:</b>	October 2021
<b>Review date:</b>	October 2024



## **Teaching & Learning Policy**

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**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.

## **Aims of Teaching and Learning at St Aubyn's School**

- To provide a personalised learning experience for every child that takes full account of their individual needs', starting points and aspirations.
- To ensure our pupils are independent, inquiring and committed learners who strive to achieve their best both in school and throughout their lives.
- To ensure pupils are able to apply their skills and knowledge to new and different situations.
- To ensure our pupils achieve well in school and beyond.
- To focus upon continual raising standards of teaching and learning in the school.
- To identify and share good practice in teaching and learning across all curriculum areas.
- To provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils

## **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.
- A safe, healthy and positive atmosphere which is tolerant, open-minded and progressive.
- Relationships based upon mutual respect and support.
- Success and effort which is valued in all forms, with individual achievements recognised and celebrated.
- A physical environment which is welcoming, 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 adapted 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:

- Motivate, enthuse and engage learners.
- Know each child well and adapt their approach to suit individual children, supporting and challenging them to achieve their best, make the best possible progress, and attain the highest personal achievements.
- Have high expectations of work and behaviour, appropriate to the needs and abilities of the children.
- Have excellent subject knowledge and use up to date, evidence-based pedagogy in all lessons.
- Use clear planning to plan lessons that allow all pupils to progress in their learning, and review and revise it 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 and their views.
- Praise, encourage and reward children, and provide high-quality, specific and constructive feedback that leads to more rapid progress.
- Have a positive attitude to change and the development of their own expertise and CPD.
- Work collaboratively to ensure consistency by identifying and sharing best practice in teaching and learning across all areas of the School.
- Be appropriately dressed.

## **Learning**

In order to learn effectively, children need:

- A positive and confident approach to learning.
- A variety of tasks and styles that are meaningful, relevant and appropriately matched.
- Challenge, enjoyment, interest and opportunities to work creatively.
- To feel involved in the learning process.
- 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).
- Allow their child to become increasingly independent as they progress through the School.
- 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.

## **Monitoring the Quality of Teaching and Learning**

Teaching and learning is monitored through a cycle of observations, learning walks, planning scrutinies and book looks.

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.