



**Branscombe CE Primary School, Broadhembury CE Primary School and
Farway CE Primary School**

Learning and Teaching Policy

Responsible for review	
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Due for review: Autumn	Approved by Governing body on	Head teacher signature	Chair of Governors signature
2017			
2018			
2019			

Introduction

All teaching and subsequent learning have their foundations in the school aims. Pupil learning is the core purpose of the school. The most important direct influence on how well pupils make progress is the teaching they receive. This policy aims to state the core values about learning that are shared through the schools within The Jubilee Federation and which each member of staff interprets flexibly within their classroom practice.

Our school mission statement for Branscombe CE Primary School states that

Our aim at Branscombe C of E Primary School is to create a happy, fun, secure, caring, interactive and stimulating learning environment in which all children will receive an education of the highest quality, within the context of the school's Christian beliefs, enabling all members of the school community to develop their talents and realise their full potential'.

Our school mission statement for Broadhembury CE Primary School states that

At Broadhembury C of E Primary School we endeavour to make a difference by inspiring children in a safe, supportive, respectful environment, fostering a sense of purpose and enabling the children to do the best they can whilst encouraging them to follow Christian Values.



**Branscombe CE Primary School, Broadhembury CE Primary School and
Farway CE Primary School**

Learning and Teaching Policy

Our school mission statement for Farway CE Primary School states that

At Farway C of E Primary school the fundamental principles and ideals of the Christian faith underpin and enhance the spiritual and moral development of our pupils and all that we do in our school life. We set high standards for teaching and learning and we seek to help children to develop lively and enquiring minds. We want them to be able to make reasoned judgements and to apply themselves to the acquisition of knowledge and skills relevant to life in a rapidly changing world.

The roots of this policy are very much in the context of these mission statements.

The federation curriculum aims to help and encourage pupils to reach their highest level of personal achievement, and specifically to:

- develop lively, imaginative, creative, enquiring and independent minds;
- read, write, speak and listen effectively;
- acquire and develop the knowledge, understanding and further key skills required for adult life and further learning.
- encourage a love of learning for children, as well as parents, staff and governors.
- recognise the worth of all individuals and celebrate children's endeavours and achievements
- encourage children to have high aspirations
- encourage children to be active and respectful members of the school, village and global communities
- support the children's social, emotional and healthy lifestyle awareness.

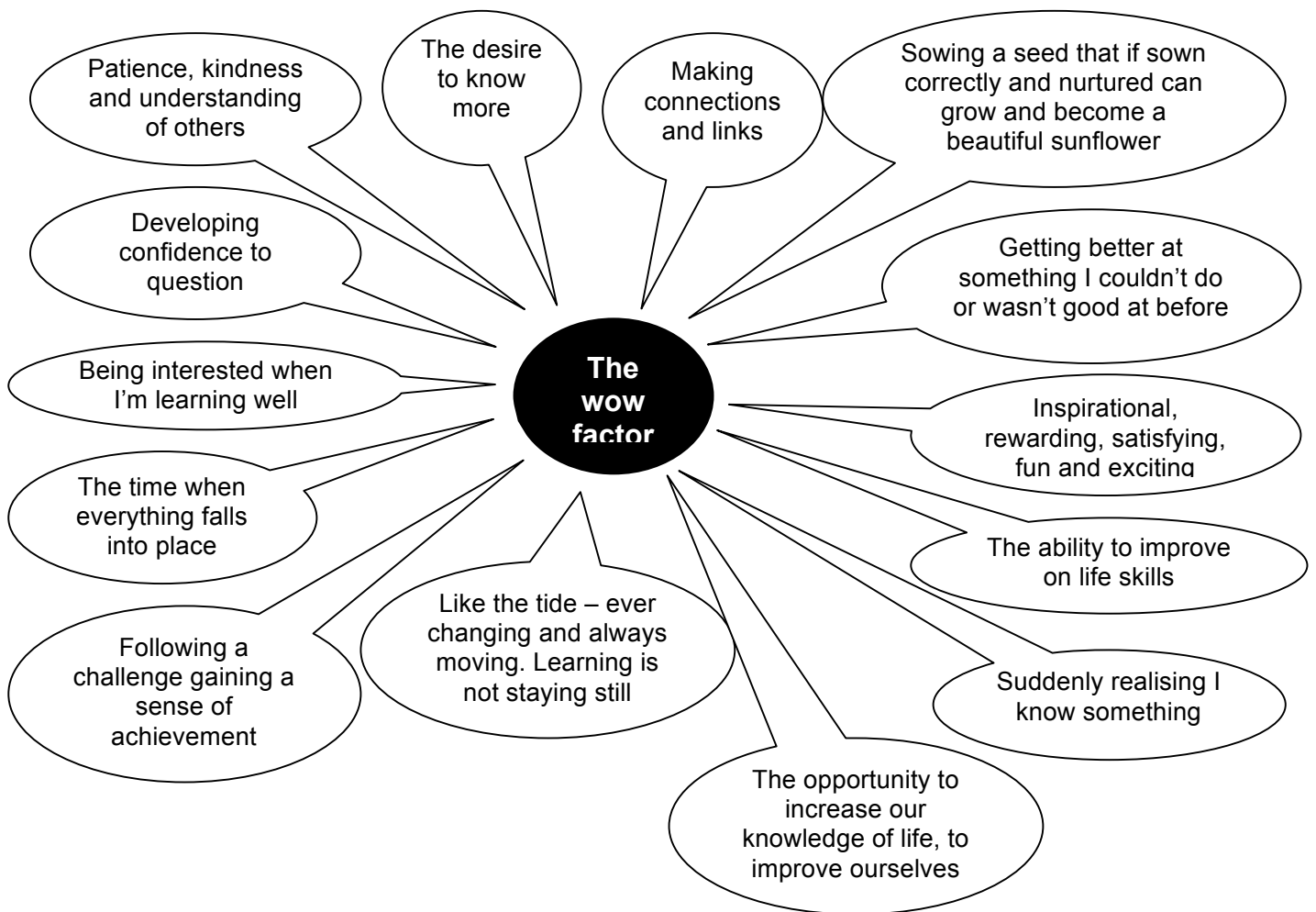
In line with The Jubilee Federation schools' Church of England status and tradition we provide children with an opportunity, throughout the curriculum and daily school life, to explore and develop their spirituality and understanding of the Christian faith.

This policy, which has been written in consultation with staff, parents and governors, reflects the schools' aims and mission statements. Like the schools' aims, this Learning and Teaching Policy will be regularly reviewed.

Learning and Teaching Policy

Definition of Learning

The staff within The Jubilee Federation have spent time considering that learning can be considered as...



We also considered what makes positive and negative learning experiences, how staff can promote learning and how children can help themselves to learn. These thoughts have been brought together to form a learning charter.



**Branscombe CE Primary School, Broadhembury CE Primary School and
Farway CE Primary School**

Learning and Teaching Policy

What Should Learning Look Like in Our Federation?

Within The Jubilee Federation we want our children to be confident, enthusiastic, positive, challenged learners.

We believe children are likely to learn successfully if:

- Learning has a sense of purpose
- There is a supportive environment
- They are not afraid to make mistakes – they are seen as a positive learning experience
- They are encouraged to use a variety of learning styles
- There is a friendly, happy, safe, comfortable learning environment
- The environment is stimulating
- They feel motivated
- They have time to discuss and try out
- They have opportunities to learn through play or practise skills
- Learning is fun and enjoyable
- Games are used
- Time is given to review
- Children are encouraged to take ownership of learning – they want to succeed, they are interested
- Learning is a social activity
- Space is given for innovation and creativity
- Multiple viewpoints are encouraged and discussed
- Variety of ways of learning are planned and encouraged.

In respect of children's learning, staff within The Jubilee Federation will always try to:

- Create an appropriate, organised learning environment
- Set work which is interesting, stimulating and relevant
- Prepare lessons which are fully planned, with clear objectives and provision made for all learning styles and assessment information is taken into account
- Provide a safe environment where there is a good deal of praise and encouragement and where high levels of self esteem are promoted
- Provide good quality resources



**Branscombe CE Primary School, Broadhembury CE Primary School and
Farway CE Primary School**

Learning and Teaching Policy

- Value children's learning
- Be approachable
- Work well within the staff team
- Be flexible – children can lead the learning
- Provide appropriate models
- Demonstrate clear rules – children know boundaries
- Assess for profound learning not shallow – therefore children make maximum progress
- Provide learning activities not holding activities (giving children independence skills so they can make the most of all learning opportunities)
- Encourage children to reflect, demonstrate, consolidate and celebrate their learning
- Motivate the children by providing rigour and challenge
- Make the learning fun
- Encourage children to make a commitment to their own learning
- Assist children to develop lively and enquiring minds
- Involve children in the learning process.

Within The Jubilee Federation we want children to take responsibility for their own learning. According to their individual needs this could be by:

- Knowing what to do next (e.g. take game from literacy box)
- Class organisation is explicit so they know what they should do
- Staff providing questions to extend their thinking further
- Having lessons in various 'thinking skills' and 'growth mindset' with regular opportunities to use them
- Being taught research skills
- Being encouraged to use their initiative
- Knowing where to go for information
- Having more opportunities to develop their own learning
- Encouraging children to ask higher order questions to deepen their own learning
- Listening to ideas
- Getting positive feedback from adults therefore having self esteem



**Branscombe CE Primary School, Broadhembury CE Primary School and
Farway CE Primary School**

Learning and Teaching Policy

- Having a less structured curriculum, not restricted by time constraints
- Providing a supportive learning environment.

Being a Whole Federation Learning Community

To encourage the desire for life long learning we have a belief within The Jubilee Federation that learning opportunities should be available and encouraged for adults as well as children.

STAFF – the headteacher will, and will encourage staff to,

- Be interested in new ideas, read around subjects/educational theory
- Be involved in the development of each other by leading staff meetings/sharing ideas/informal chats

PARENTS

- parenting skills classes will be on offer via the Parent Support Adviser/Family Support Worker
- parent workshops on teaching methods/relevant topics etc will be organised regularly
- induction meetings will take place before a child begins school
- suggestions from parents welcomed

GOVERNORS

- will be proactive in attending regular relevant training
- regularly meet with teachers to learn more about teaching styles and developments in their subject area.

COMMUNITY

- we will extend learning opportunities and our facilities to members of the wider community where possible.

Learning Environment

The learning environments within The Jubilee Federation will seek to

- Enable pupils to develop their ideas through independent enquiry
- Enable pupils to take appropriate responsibility for the organisation and care of learning resources
- Enable pupils to make the best use of space and learning resources



**Branscombe CE Primary School, Broadhembury CE Primary School and
Farway CE Primary School**

Learning and Teaching Policy

- Be organised so that pupils have suitable access to learning resources of good quality
- Reflect the current areas of study of the national curriculum, including literacy and Numeracy
- Contain high quality, stimulating and interactive visual aids which celebrate pupils' achievements and which help them with the work in hand so that they attempt to solve problems for themselves
- Engage and encourage pupils' learning by promoting a sense of pride in their own achievements and the achievements of others
- Enable pupils to use ICT to enhance their learning across all areas of the curriculum.

How will we begin to promote Learning Skills with our children?

Some methods we use are

- Displays of photographs of examples of good learning
- Response partners/helpful friends/edit partners
- Children involved in the choosing of partners
- Focusing on Learning Power Animals (BLP)
- Guy Claxton's 7 C's
- Planning around the key skills (NC)
- Consideration of Growth Mindsets
- Much discussion within class
- Teachers share own learning experiences with children (Planned within school)
- Jigsaws of learning
- Some rules of thumb as prompts on display for teachers and children
- Children involved in topic planning

How we can all help to develop the Learning and Teaching within the school

Governors' Role

It is the Governors' role to monitor and review the policy and its practice through receiving reports from the Headteacher and/or other members of staff

Parents' Role

Parents are encouraged to support their children's learning by following the Home School Agreement that all families are given when children are admitted to the school and by supporting the termly topics when appropriate.



**Branscombe CE Primary School, Broadhembury CE Primary School and
Farway CE Primary School**

Learning and Teaching Policy

Community's Role

The community is invited to support the school by

- Contributing to activities, such as assemblies, artistic events, specialist clubs
- Organising activities and events to extend and deepen pupils' knowledge and skills
- Supporting school events
- Voluntarily helping in the school

Teaching –

Within The Jubilee Federation we believe that children should be taught within the context of a broad and creative curriculum. In a 'data driven' environment it would be all too easy to prepare the children just to do well in the tests, however, we want our pupils to develop into well rounded, confident citizens.

As a staff we have considered the wide nature of what we can teach rather than being constrained solely by the National Curriculum.

Effective teaching is a conscious and reflective process. In well taught lessons teachers know precisely what is taking place and are aware of the standards being achieved by pupils. Effective teaching usually leads to pupil learning. Teaching can rarely be considered effective if pupil learning is limited.

The bullet points below are examples of good practice and are used depending on the context of the lesson and at the discretion of the teacher using his/her professional judgement.

- individual pupils acquire skills, knowledge and understanding progressively and at an appropriate pace;
- lessons have clear objectives, explicitly shared with pupils, in terms of learning outcomes;
- they demonstrate, thorough clear exposition and explanation, a secure command of the subject;
- they challenge and inspire pupils to deepen their knowledge and understanding;
- high expectations of pupil progress are held;



**Branscombe CE Primary School, Broadhembury CE Primary School and
Farway CE Primary School**

Learning and Teaching Policy

- pupils engage in a variety of tasks and activities which provide significant, but attainable, challenges;
- the pace of the lesson is brisk, but that time is allowed for consolidation and reflection when appropriate;
- all lessons provide an overview of the learning, present new information, make sense of the information and review the learning;
- frequent praise and regular feedback are offered to individual pupils, both through marking and discussion of work;
- questioning is used to consolidate and extend pupils' learning;
- relationships in the classroom are positive and promote pupil motivation;
- provision is made for the full range of pupil ability;
- time, support staff and resources are used effectively;
- there is a shared sense of discovery.

Learning

Throughout a child's time within The Jubilee Federation we hope that the children develop a passion for learning and to be the best that they can be.

When evaluating practice, teachers consider the extent to which pupils:

- acquire new knowledge or skills, develop ideas and increase their understanding;
- apply intellectual, physical and creative effort in their work;
- understand the tasks set and the reasons for doing them;
- identify how well they have done and how they can improve;
- make progress towards reaching the learning objectives;
- are productive and work at an appropriate pace;
- show interest in their work, are able to sustain concentration and think and learn for themselves.

Teachers also consider the different learning styles and abilities of their pupils to inform their planning.

- The learning needs of each individual pupil will be carefully evaluated to allow the realisation of their full potential.



**Branscombe CE Primary School, Broadhembury CE Primary School and
Farway CE Primary School**

Learning and Teaching Policy

Monitoring and Evaluation of this Policy

If this policy is successful you will be able to see a school where the school mission statement is being carried out, where the aims at the beginning of this policy are met and where examples of the following ideas discussed by both staff and parents can be seen:

- children can be seen enjoying the learning process
- stimulating exciting lessons
- teachers are not afraid to divert from the set curriculum if children want to explore a particular direction
- teachers take initiative from the children
- children are responsible for their own learning and for curriculum development
- children have ownership
- children are confident, enquiring, questioning and aware of the world around them.
- Staff and children are risk takers with their learning
- Different learning styles are catered for
- Children learn in bright, attractive, organised learning environments where there is much praise and reward.
- Children are supportive of one another and encourage each other to develop thoughts and skills

This policy will improve learning throughout The Jubilee Federation because;

- It ensures that we regularly reflect on learning and teaching and adapt our ideas
- We continue to develop our understanding of the ways which children learn
- Staff have developed this policy and will review it in a constructive and critical way.



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