

Cedars Academy

Teaching and Learning Policy



Written by: MF
Reviewed by: SLG
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Next review: June 2019

TEACHING AND LEARNING POLICY

This school policy reflects the consensus of opinion of the teaching staff and has the full agreement of the Governing Body. The policy was agreed at a meeting of the Governing Body.

• Introduction	• The Role of Governors
• Aims and Objectives	• Target Setting
• Effective learning	• Planning
• Effective teaching	• Assessment for learning
• Display	• The Role of Parents

INTRODUCTION :

At Cedars Academy we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives, to be ready for active participation and ***Fit for Life***

AIMS & OBJECTIVES :

<p>This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school aims. At Cedars Academy we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster....</p>	
•	A high level of literacy and numeracy and an enquiring mind which wants to learn more each day;
•	Independent young people who are confident, flexible and able to cooperate with others;
•	Imagination and creative expression through a wide range of media;
•	Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values;
•	Pride in achievement and a desire to succeed;
•	Effective links between the school, the child's home and the community which promote aspiration and high expectations;
•	Equality of opportunity for all;

EFFECTIVE LEARNING ::

<p>We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We identify seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.</p>	
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We offer opportunities for children to learn in different ways. These include:

•	investigation and problem solving;	•	whole class work;	•	watching television and responding to musical or tape recorded material;
•	research and finding out;	•	questioning;	•	debates, role plays and oral presentations;
•	group work;	•	use of ICT and computing skills;	•	designing and making things;
•	pair work;	•	fieldwork and visits to	•	participation in physical activity.

			places of educational interest;		
• independent work;		• creative activities;		• reflecting on what has been learned	

We encourage children to **take responsibility for their own learning**, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn. **Self-review and peer review** strategies are used, as well as planned plenary at the end of lessons to review the key learning objectives and to assess the level of understanding. Students are asked to think about their learning; WHAT?..... HOW?.....WHY?...

EFFECTIVE TEACHING :

When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We use a range of resources to provide a well-balanced and broad curriculum planning.

We believe children learn effectively when the teacher provides:

• thorough preparation;	• an atmosphere where children are prepared to take risks;	• lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
• shared learning objectives which are understood by the pupils;	• innovative teaching;	• opportunities to review and reflect on the learning;
• clear expectations of what pupils are expected to achieve by the end of the session;	• appropriate pace to the lesson;	• thinking time before answering questions
• open-ended, thought provoking, challenging questions of the children.	• lessons where children's understanding is developed through active, practical and first hand experiences	• developmental feedback and constructive criticism of pupil's work;

			involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference;		
•	support for the learning of pupils with differing abilities;	•	a planned programme of educational visits to reinforce and stimulate learning;		

We base our teaching on our knowledge of the children’s level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriately each child’s level of ability. When planning work we give due regard to information and targets contained in the children’s Individual Learning Plans (ILPs).

We have high expectations of all pupils.

All teachers try hard to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to behaviour and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

Teaching Assistants and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups. Teaching Assistants are also fully involved in the delivery of support programmes such as Interventions both in and out of the school day.

All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support teachers in developing their skills, so that they can continually improve their practice.



DISPLAY :



The school believes that the purpose of display is to support pupil’s learning.

This may be achieved in a variety of ways:

Engaging pupils in learning – ownership by the pupils

<ul style="list-style-type: none">• Interactive display	<ul style="list-style-type: none">• Exciting ideas
<ul style="list-style-type: none">• Asking questions	<ul style="list-style-type: none">• Fresh / relevant to current topics & themes
<ul style="list-style-type: none">• Challenging	<ul style="list-style-type: none">• Colourful
<ul style="list-style-type: none">• Criteria for success	

Enabling learning to take place

<ul style="list-style-type: none">• Word lists	<ul style="list-style-type: none">• White boards
<ul style="list-style-type: none">• Connectives	<ul style="list-style-type: none">• Access to basic resources by pupils (crayons, scissors, paper, glue, etc.)
<ul style="list-style-type: none">• Number lines	<ul style="list-style-type: none">• Number squares
<ul style="list-style-type: none">• Timelines	<ul style="list-style-type: none">• Tables squares
<ul style="list-style-type: none">• Clocks	<ul style="list-style-type: none">• High-frequency words
<ul style="list-style-type: none">• Place value cards available	

Keeping what is learnt in mind

<ul style="list-style-type: none">• Key ideas	<ul style="list-style-type: none">• WALT/WILF /TIBs
<ul style="list-style-type: none">• Word lists	<ul style="list-style-type: none">• Flip charts
<ul style="list-style-type: none">• Connectives	<ul style="list-style-type: none">• Mind maps, links

Celebrating success

<ul style="list-style-type: none">• Displaying good work (also in corridors)	<ul style="list-style-type: none">• Exemplar materials
<ul style="list-style-type: none">• Merit points, achievements	<ul style="list-style-type: none">• Pupil's photos (check permission)

Raising expectations

• Setting targets	• Aims
• Agreed Class Rules	• Class/group targets (literacy/numeracy)

Clarifying routines

• Timetables	• Visual activity cues
• Access to resources labelled	• Signs

Encouraging independence

• Success Criteria	• Word banks, dictionaries, thesaurus
• Access to resources	• Class responsibilities, rotas, monitors
• Strategies for self-help	• Peer support.

Inclusive classrooms

• Multi-cultural content (not only relating to RE)	• Access
• Gender role models	• Pupil ownership
• Named work by all pupils	• Effective differentiation

TARGET SETTINGS :

Challenging targets are set in all subject areas and are based on a range of data, in school assessment and external assessment.

PLANNING :

Encouraging independence

• The National Strategies	• Post 16 schemes of work
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• The National Curriculum / QCA	• Vocational pathway framework
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Medium term planning

Plans for every half term or term for all subjects, identified in subject schemes of work folders and outlining:

• Learning Objectives to be covered each week	• References to NNS, NLS or National Curriculum/QCA
• Content to be covered each week	•

Short term planning

This will take the form:

• Show learning objectives	• Show how ICT will be undertaken in different subject areas
• Show differentiated tasks	• Highlight desired outcomes
• Indicate what Teaching Assistant will do	• Show Cross Curricular link



ROLE OF GOVERNORS:



Our governors determine, support, monitor and review the school’s policies on teaching and learning. In particular they:

• Support the use of appropriate teaching strategies by allocating resources effectively;	• Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
• Ensure that the school buildings and premises are effective in supporting successful teaching and learning;	• Ensure that staff development and performance management policies promote good quality teaching;
• Monitor teaching strategies in the light of	• Monitor the effectiveness of teaching and

health and safety regulations	learning policies through the school self-review processes. These include the head of school's reports to governors, the SEF/SES and the work of the curriculum and school improvement teams.
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ROLE OF PARENTS:



We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning and confidence at school. Parents' consultation meetings with teachers are held to discuss progress and strategies for further improvement.

As children begin at Cedars Academy they follow our induction process which gradually introduces the child to their new teacher and class and to the sort of experiences they will be having. Parents are provided with important information and meet with senior staff and the Head of school, as well as their child's class teacher. Parents can share any concerns they may have. They also receive information about helping their child with literacy and numeracy skills.

Parents receive educational reports throughout the academic year. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents may discuss any concerns they have with teachers at any time.

Parents are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress and they miss important work and may fall behind. Parents are asked to inform the school of any absence on the first day so that we know that they are safe at home.



ENGLISH/LITERACY

At Cedars Academy our language curriculum revolves largely around the teaching of basic skills to enable all children to read fluently, write imaginatively and neatly in a grammatically correct manner, spell correctly and develop good speaking and listening skills. We have dedicated reading and spelling time every morning and approach the teaching of reading through a variety of means.

Opportunities are given to increase their vocabulary by borrowing a variety of books available in school. **Parents are strongly encouraged to assist with their child's reading,** and guidance is given

by the teacher. The older children are taught to develop wider reading competency through topic research and library reference skills. This is further developed under GCSE guidelines

Writing ability is promoted by providing opportunities for self-expression, as well as by teaching specific grammatical text, spelling techniques and correct letter formation and handwriting skills. 'The children are introduced to many forms of literature and poetry and are encouraged to develop speaking and listening skills through discussion, debate and drama.

Developing the Literacy of pupils is a focus in every area of the curriculum.

NUMERACY

The work in Mathematics is based wholly on the philosophy and expectations of every child achieving their potential. Each child is assessed continuously against a progressive series of objectives and their future work is dependent upon their achieving the appropriate level of understanding that these require. It is an established principle that no child should move on to a higher level in any area of Mathematics if they do not possess the various skills and levels of understanding that this will require of them.

Much of the work involves practical tasks, games and activities to build an understanding that Mathematics is involved with real things and part of the real world.

As children progress through the school they will be given more demanding challenges according to their level of ability. The philosophy is to provide as much support as possible for those who need it most, whilst giving independence and freedom to explore and to meet higher challenges to those who are ready for this. The progress of the children is monitored and reviewed on a regular basis.

Although assessment is a constant part of the process there is a nationally accepted series of formal and annual assessments which are used to provide evidence of the children's levels of achievement. These assessments are used at Cedars Academy and provide much valuable information about how children are progressing. The results of these assessments are, of course, shared with parents at these times.

Mental mathematical skills and the ability to solve problems in a 'real life' context are given particular importance

We are always keen that children are encouraged at home to develop their skills and any efforts made to encourage and develop these areas in particular will be of great benefit to your child's progress.

UNCRC Reference: Articles 6, 23, 28