



Teaching and Learning Policy

This policy applies to all pupils and staff of Abbot's Hill, including EYFS.

1. Introduction

1.1 At Abbot's Hill we believe in the concept of lifelong learning and the idea that both adults and pupils learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives; these skills should also be portable. We believe that appropriate teaching and learning experiences help pupils to lead happy and meaningful lives.

2. Aims and objectives

2.1 We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential.

2.2 Through our teaching we aim to:

- enable pupils to become confident and to foster pupils' self-esteem and help them build positive relationships with other people;
- develop pupils' self-respect and encourage pupils to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable pupils to understand their community and help them feel valued as part of this community;
- help pupils to be tenacious and resourceful, imaginative and logical, self-disciplined and self-aware, collaborative and inquisitive, through Building Learning Power (BLP) and Growth Mindset.

3. Effective learning

3.1 We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that best suit them.

3.2 We aim to take into account the different forms of intelligence when planning teaching and accommodating learning styles.

3.3 We offer opportunities for pupils to learn in different ways. These include:

- investigation and problem solving
- working individually, in pairs, small groups and whole class situations
- asking and answering questions;
- differentiation
- using a variety of devices: PC, iPad, Chromebook, netbook, etc.

- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material; the use of audio and visual materials
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

3.4 We encourage pupils 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.

4. Effective Teaching

4.1 When teaching, we focus on motivating the pupils and building on their skills, knowledge and understanding of the curriculum.

4.2 We base our teaching on our knowledge of the pupils' level of attainment and prepare them for the external examinations they will take. Our prime focus is to develop further the knowledge and skills of the pupils. We strive to ensure that all tasks set are appropriate to each pupil's level of ability. When planning work for pupils with special educational needs we give due regard to information and targets contained in the pupils' Individual Education Plans (IEPs).

4.3 Academic targets are set for and in conjunction with pupils in each academic year. The progress of each pupil is reviewed at least once and preferably more often by the end of the academic year and this forms the basis for discussion and setting of new/revised targets.

4.4 We plan our lessons with clear learning objectives and success criteria. We take these objectives from the subject programmes of study and schemes of work and National Curriculum guidelines, where appropriate. Our lesson plans contain information about the tasks to be set, differentiation, the resources needed, and the way we assess the pupils' work. We evaluate all lessons so that we can modify and improve our teaching in the future.

4.5 Each of our teachers makes a special effort to establish good working relationships with all pupils in the class. We treat the pupils with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school's policies with regard to discipline and classroom management. We expect all pupils to comply with the codes of conduct that promote the best learning opportunities for all. We praise pupils for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When pupils misbehave, we follow the guidelines for sanctions as outlined in our school behaviour policy.

4.6 We ensure that all tasks and activities that the pupils do are safe. When we plan to take pupils out of school, we first inform parents and obtain their permission.

4.7 Where applicable, we deploy Teaching Assistants / Learning Support staff and/or other adult helpers as effectively as possible. This may include working with individual pupils and working with small groups.

- 4.8 Our classrooms are attractive learning environments. We change displays at regular intervals, to ensure that the classroom reflects the topics studied by the pupils. We ensure that all pupils have the opportunity to display their best work at some time during the year. We believe that a stimulating environment sets the climate for learning and promotes independent use of resources and high-quality work by the pupils.
- 4.9 All our teachers reflect on their strengths and weaknesses and, as part of their appraisal / CPD, plan their professional development needs accordingly. We support our teachers in developing their skills, so that they can continually improve their practice.
- 4.10 We conduct all our teaching in an atmosphere of trust and mutual respect.

5. The Role of Governors

- 5.1 Our governors support, monitor and review the school policies on teaching and learning. In particular they:
- support the use of appropriate teaching strategies by allocating resources effectively;
 - ensure that the school buildings and premises support successful teaching and learning;
 - monitor the school's health and safety policy and procedures;
 - monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
 - ensure that staff development and appraisal policies promote good quality teaching;
 - monitor the effectiveness of the school's teaching and learning policies and strategies through the school self-review processes. These include reports from Heads of Department and Subject Co-ordinators/SLG and a termly Head's report to governors as well as a review of the in-service training sessions attended by our staff.

6. The Role of Parents

- 6.1 We believe that parents have a fundamental role to play in helping pupils to learn. We inform parents about what and how their pupils are learning by:
- holding parents' evenings at least once a year to discuss their child's progress;
 - sending regular reports to parents in which we explain the child's current attainment in relation to the Year Group (KS1, 2 & 3) or in relation to the Target Grade (KS4) and indicate how the child can improve further;
 - explaining to parents how they can support their children with homework.
- 6.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We expect parents to:
- ensure that their child has the best attendance record possible;
 - ensure that their child is properly equipped for school and has the correct uniform, PE kit and other equipment;
 - do their best to keep their child healthy and fit to attend school;
 - inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
 - promote a positive attitude towards school and learning in general.

7. Monitoring and review

- 7.1 We are aware of the need to review the school teaching and learning policy regularly to take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Signed

Issue Date: April 2019

Review Date: April 2022 or earlier if major change

A handwritten signature in black ink that reads "K. Gorman". The signature is written in a cursive style with a small flourish at the end.

Mrs Kathryn Gorman

Head