

**TEACHING AND LEARNING POLICY**

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**Author: A. Ives**

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**Governors:**

**Aims and objectives:**

* To make explicit to the whole school community our approach to securing consistently high quality learning and teaching.
* To provide the foundations for outstanding teaching, learning and progression.
* To sustain and further improve pupil attainment and rates of pupil progres**s.**
* To ensure that students enjoy their learning and are happy, caring and thoughtful.
* To enable students to become independent reflective learners who collaborate with others.

**Rationale**

We believe that improving the quality of learning and teaching in the classroom is an essential element in the drive for continued and sustained improvement. We teach for better than expected rates of progression and achievement across all lessons and activities. We hold firmly in the belief that students learn best when there is consistency and continuity in our approach to teaching for progression. We have common high expectations of our practice and through mutual challenge and support we ensure that it is of consistently high quality. We have consistently high expectations of ourselves and all students.

At Linden Road our expectation is that all students are provided with the highest quality learning experiences that lead to better than expected rates of progression and achievement.

Teaching staff are expected to refer to this policy and the related documentation when planning lessons and to help evaluate and improve their practice to ensure the best outcomes for students.

**At Linden Road learning is distinguished by:**

**Powerful Learners** – our whole community believes that we have a joint responsibility to become great learners; it is our role to teach and model these skills through transparency and teamwork.

**Exciting Learning** – our curriculum is cohesively tied together around purposeful and engaging topics.

**Limitless Learning** – there is no ceiling on our learning, we thrive on challenge, we enjoy and embrace taking risks to improve.

**A Growth Mindset** – we foster an environment where learners actively seek and thrive on feedback and are ever restless in their search for improvement, whether this is students, teaching staff or others.

**A Confident Community** – we are bothered about each other and this brings a close togetherness in our learning.

**Outstanding Expectations** -  a true pride in our community, pride in our work, our behaviours and our sense of  belonging

**At Linden Road we believe that every lesson should:**

* Be planned with the progression of individual students at the forefront so that tasks and activities are closely matched to their needs. The use of accurate assessment data is paramount to this.
* Have next step learning pupil targets clearly displayed in books and constantly referred to and monitored.
* Clearly demonstrate the link between student next step targets and the Learning Skill and Success Criteria.
* Provide challenge for every student.
* Address students’ critical next steps in learning through differentiation.
* Include high quality teacher modelling.
* Effectively use Assessment for Learning to provide high quality feedback.
* Allow students to have a voice in their own learning.
* Be hooked into a stimulating and engaging purpose for learning.
* Be fun, stimulating and engaging.
* Demonstrate secure subject and pedagocical knowledge.
* Provide opportunities that stimulate students and challenge them to think.
* Encourage students to develop exemplary Behaviours for Learning.
* Maximise opportunities for progression in English, mathematics and Behaviour for Learning across the whole curriculum.
* Be fully resourced and prepared prior to delivery.
* Celebrate success in learning and progression.
* Be evaluated, by all the teaching staff involved in its delivery, with regards impact on learning and progression and to identify the next steps in learning.
* Provide a safe environment in which students are free from the fear of making mistakes.
* Promote SMSC and British Values.

We believe the curriculum should:

* Enhance and support progression in literacy and numeracy through linkage to pupil next step learning targets and an immersive thematic approach.
* Ensure progression overtime both in terms of subject specific skills, knowledge and understanding and independent learning skills.
* Provide real life context for learning so that students are motivated and keen to learn.

**Pedagogies**

Our curriculum is underpinned by the following pedagogies, approaches and research;

* Assessment for Learning- focusing on high quality learning feedback, Dylan William and Shirley Clarke.
* Mindset – Carol Dweck.
* Building Learning Power – Guy Claxton.
* Philosophy for children.
* Co-operative Learning – Kagan.
* Leaders of their own Learning and An Ethic of Excellence – Ron Berger
* The Happiness Advantage – Shawn Achor

**Classroom Environment**

 The surroundings in which students learn has a significant influence on their academic performance and well-being in school. A well-presented classroom that supports and stimulates learning supports students to connect their learning, helps them become independent learners and inspires high expectations.

At our school we aim to ensure that all classrooms, group learning areas and whole school areas are places which everyone can use to learn.

All classes across the school will have:

* Both an English and mathematics working wall (or working areas in FS) that provide a focal points for students current learning. These walls are continually referred to throughout learning.
* A topic themed reading corner and working wall area.
* Class rules/code of conduct is on display in all classes. Reward systems are clearly displayed
* Basic equipment readily available on tables.
* Display that supports high expectations, enquiry and progress.

**Providing Experiences for Learning**

Each year group has two opportunities each term for enrichment and engagement of learning linked to their topic, these may be trips, visitors, workshops or experiences.

We exploit opportunities for outside learning in Linden Woods, the school grounds and the local community.

**Adult learning**

**Staff**

All members of staff are reflective practitioners who adopt the same expectations of their own learning and progression as we have of students. Linden Road offers a wide range of learning opportunities tailored to meet the personal and Performance Management targets.

* Learning Walks
* Enquiry and research
* Communities of Practice
* Self-reflection
* Coaching sessions
* Moderation
* Courses and conferences
* Staff meetings
* Professional dialogue
* Team planning meeting

**Parents**

* Open door policy able to come in and learn at any opportunity.
* Bring your parents to school day.
* Topic celebrations.
* Workshops and learning events.
* Support for access to learning based on individual need e.g. Signing Classes, literacy and health and well-being etc.

**Monitoring and Evaluation**

This policy will be applied consistently throughout Linden Road and across the curriculum.

Monitoring will be carried out in line with the agreed monitoring and evaluation schedule and will involve, Senior Leaders, subject leaders and the Governing Body as appropriate. Monitoring will include scrutiny of pupil work, observation, learning walks, progression data analysis and pupil voice. Key to this are the Enquiries by the Enquire Learning Trust.

**Key Guidance**

Professional Standards for Teachers May 2012

Tickled Pink and Green for Growth Guidance document.

Termly Monitoring and Evaluation schedule.

**Related Policy**

Feedback and Marking Policy

Assessment Policy.

Behaviour Policy.

Special Educational Needs Policy.

Performance Management Policy.