



**Richard de Clare  
Community Academy**

# **Learning and Teaching Policy**

Reviewed:	Summer 2020
Next review date:	Summer 2022

At Richard de Clare we believe in the concept of lifelong learning and that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. 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 and prepare them for citizenship in the twenty first century.

## Aims and objectives

It is acknowledged that people learn in many different ways. We therefore provide a rich and varied learning environment that allows children to develop their skills and abilities, whether they are predominantly visual, auditory or kinaesthetic learners.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners;
- Foster children's self-esteem and help them to build positive relationships with other children and adults;
- Develop children's self-respect and encourage them to respect the ideas attitudes, values and feelings of others;
- Encourage children to show respect for all cultures and in so doing, promote positive attitudes towards other people;
- Enable children to understand their community and help them to feel valued as part of this community;
- Help children to grow into reliable, independent and positive citizens by promoting the fundamental British Values of:
  - Democracy;
  - The rule of law;
  - Individual liberty and mutual respect;
  - Tolerance of those with different faiths and beliefs.

## Effective learning

At Richard de Clare we strive to develop strategies that allow all children to learn in ways that best suit their particular learning style. When planning the curriculum and the resources that will be used we ensure that we provide a range of stimuli to encourage learners of all styles to participate.

We offer opportunities for children to learn in a variety of ways. These include:

- Investigation and problem solving;
- Research;
- Group work
- Pair work (including talk partners);
- Independent work;
- Whole-class work;

- Asking and answering questions;
- Visits to places of educational interest;
- Creative activities;
- Responding to visual or auditory stimuli such as video clips;
- Role play and oral presentation;
- Presentations using ICT;
- Designing and making things;
- Participation in physical activity;

We encourage children to take responsibility for and pride in the presentation of their own learning and to be involved in reviewing the way that they learn. We also encourage them to reflect on how they learn and to develop an understanding of what helps them to learn and what hinders their learning.

### Effective teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. The National Curriculum is used in Key Stages One and Two; the Early Years Foundation Stage curriculum is used in nursery and in Year R. There is a comprehensive curriculum map that ensures progression and is based on The Chris Quigley scheme of work. This is used to ensure coverage and progression. Year group teams meet together to plan the learning objectives that will be taught to classes in that year group, which ensures consistency across the school.

We base our teaching on children's prior attainment and ensure that effective use of the planning and assessment cycle means that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we ensure that their individual targets are planned for. We have high expectations of all children and we encourage them to strive to achieve their highest possible standard.

We aim to teach creatively via a thematic approach and to provide children with the inspiration to motivate their learning. These themes have been decided as a whole school. They ensure progression and allow for assessment

Lessons are planned with clear learning objectives that:

- Relate to the relevant curriculum document and are broken down appropriately for the lesson;
- Are clear and child friendly

Success criteria are used to support learning and scaffold the learning for the children

Learning objectives, success criteria and the date may be printed on a sticky label, which is stuck into children's books before the lesson. It is expected that as the children develop and are capable that they will write their own learning objectives. Success criteria do not have to be written in books but are often present on the

working walls or as part of the lesson.

Learning objectives and success criteria are shared with children at the beginning of the lesson and therefore children are able to participate fully in their learning and understand what they need to do to make progress. Teachers mark children's books by assessing their progress against the learning objective. (see marking policy for further detail)

Each lesson also includes opportunities for children to reflect on their learning this may be as a plenary or mini plenaries throughout the lesson.

Lesson plans should include learning objectives, activities, differentiation, provision for SEND and evaluation and assessment opportunities. Lessons are evaluated to enable teachers to reflect on the learning and teaching that took place.

All teachers aim to establish good working relationships with all of the children and other adults in the class. Children are treated fairly and with kindness and respect. Children are praised for good learning and good behaviour and this helps to build positive attitudes towards school and learning in general.

Learning support assistants are a very valuable resource in our school. Effective learning and teaching takes place when good working relationships have been established between the teacher and LSA and the two work as a team to ensure that children make progress in their learning. Our LSAs work either with individual children, small groups or on occasion the whole class.

## The classroom environment

At Richard de Clare, we strive to ensure that our classrooms are attractive learning environments.

**All displays should:**

- ⊕ Show that children's learning is valued.
- ⊕ Celebrate success.
- ⊕ Be relevant to the learning of the children in the class. Be attractive and eye-catching.
- ⊕ Be representative of the different abilities in the class.
- ⊕ Stimulate further interest in the theme of the display.
- ⊕ Show the child's name clearly on each piece of learning.
- ⊕ Show a variety of curriculum areas on display within each classroom.
- ⊕ Be changed regularly.
- ⊕ Be appropriately and clearly labeled – with a title, an explanation of the learning on display and questions to extend learning.

Some displays will:

- ⊕ Show how this learning relates to a child's targets (where appropriate)
- ⊕ Be interactive.
- ⊕ Show a variety of children's learning around a theme rather than the same piece of learning from each child.
- ⊕ Be three-dimensional.
- ⊕ Have learning that has been mounted by the children.
- ⊕ If outside the classroom, should be labeled with the class number.

## Adult learning

We are committed to providing professional development opportunities for all adults within our school. Many opportunities are offered within planned staff meetings and INSET days either individually to our school or as part of a wider learning network. Professional development is usually identified as part of the Performance Management Cycle and takes the form of both in-house training and training provided by external providers.

## The role of parents

We believe that children learn best when there is a strong partnership between home and school. We strive to work with parents to ensure that children are able to learn to the best of their ability. We keep parents informed about what and how their children are learning by:

- Nursery staff carry out a home visit prior to a child starting in our nursery class, if parents would like this.
- Holding a "Welcome to School" meeting for parents and children prior to the children starting in our reception classes;
- Giving all new parents a comprehensive pack of information including a detailed school prospectus or nursery brochure;
- Holding regular parent consultation sessions;
- Sending home a detailed monthly newsletter celebrating successes and giving information on the following month's activities.
- Updating the website and Facebook pages regularly with events and successes in the school
- Sending home an annual report for each child explaining the progress made and giving an indication of how the child can improve further.

## Equal Opportunities

All children are entitled to have access to a curriculum, irrespective of gender, ethnic back- ground, age, starting point or disability. The materials that are used reflect a multi-cultural society and the contribution of different men, women and races to the subject are acknowledged.

## Transition

At Richard de Clare we believe that transition is important; this transition could be between phases, year groups and to and from different schools. In school, we aim to provide useful information which is passed from class teacher to teacher through transition meetings. We value communications with secondary schools to ensure smooth transition. We build links with parents through home-school visits to enable children to transition into the Nursery and Reception classes.

## Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the school and will be reviewed by the staff, Head of School and Governing Body as part of the School Improvement Plan.

**Review date: Summer Term 2022**