

Ballacottier Primary School



Teaching and Learning Policy

Approved By:	Full Governing Body
Date:	February 2022
Review Date:	February 2024
Signed:	

Core Values

Treat people as you would want them to treat you - respect, value and support each other.
Create happy memories through positive experiences.
Be brave, be yourself, be proud to be you.
Always aim high and have high expectations.

Aims:

To define as a community what is effective learning and teaching.

To improve teaching and learning.

To enable all learners to grow and be reflective.

The features of effective learning are:

1. Effective learners feel safe

To facilitate this staff will:

- Create a secure environment where children feel able to take risks.
- Respect children as individuals and aim to meet their individual needs.
- Model risk taking behaviours.
- Model and encourage positive relationships.
- Establish consistent routines e.g. self-registration, use of a class timetable, routines in class.
- Challenge inappropriate comments and behaviour with the aim of eliminating unacceptable behaviours.
- Promote our Anti-Bullying Policy throughout the school

2. Effective learners feel valued

To facilitate this staff will:

- Listen to and value all opinions, challenging where appropriate.
- Establish opportunities where children can express themselves i.e. circle time, P4C.
- Encourage and celebrate the efforts of all pupils e.g. displays, Superstar assemblies

- Recognise and celebrate different ways of thinking and learning.
- Take into account and develop children's interests, motivation and life outside of school.
- Show a commitment towards the capacity of all children to succeed.
- Allow opportunities for pupil voice and opinion through the Student Council

3. Effective learners will be inspired

To facilitate this staff will:

- Plan learning opportunities which take account of children's interests and questions.
- Make topics practical and relevant to children. eg use of role play areas.
- Use the outdoor environment, both within school and in the wider community, to provide real life contexts for learning.
- Create a range of memorable learning experiences for pupils e.g. visits/visitors, extra curricular activities, themed days.
- Provide high quality, engaging resources and experiences. eg quality use of ICT.
- Provide opportunities for enquiry, exploration and investigation.
- Use teaching and learning techniques that arouse curiosity e.g. creative use of stimulus.

4. Effective learners experience an appropriate level of challenge

To facilitate this staff will:

- Develop a clear and accurate picture of children's abilities based on sound assessment information e.g. observations, work scrutiny, conversations.
- Plan and deliver a rigorous, well paced curriculum that moves learning forward and is based on their understanding of the child.
- Develop good AFL practice e.g. learning objectives, success criteria, scaffolding, modelling, questioning, self/peer assessment,
- Set challenging targets with pupils and share these with parents/carers.
- Differentiate the curriculum to match the needs of pupils and groups.
- Demonstrate high expectations of pupils that take into account their age and stage of development.

- Maximise learning with effective use of learning support.
- Provide opportunity for pupils to challenge themselves.
- Provide opportunities in maths for pupils to develop concept, fluency, reasoning and problem solving skills

5. Effective learners will develop life long skills and attitudes

To facilitate this staff will:

- Plan a curriculum that encourages independent learning and meets the learning dispositions (6 R's) that are outlined in the Curriculum for Learning and Achievement (E4L).
- Develop links with business and embrace initiatives such as Junior Achievement.
- Develop learning to learn skills eg Chris Quigley.

6. Effective learners form positive relationships

To facilitate this staff will:

- Provide a range of opportunities to develop collaboration, mediation and negotiation skills e.g. talking partners, mixed ability grouping, circle time, P4C.
- Model positive relationships and emotional intelligence.
- Provide pupils with a framework for understanding and managing their emotions e.g. PSHE and Nurture provision where needed.

7. Effective learners transfer skills to different contexts

To facilitate this staff will:

- Provide opportunities to apply their learning in practical, hands-on experiences and contexts.
- Exploit genuine cross-curricular links within programmes of study.
- Provide pupils with relevant vocabulary with which they can discuss their learning e.g. learning to learn strategies.
- Provide time for pupils to reflect on their learning.
- Plan learning experiences and displays which develop process, for example 'Working Walls'.

8. Effective learners have ownership of their learning

To facilitate this staff will:

- Provide opportunities for pupils to influence curricular provision - child steered learning.
- Provide pupils with the skills and knowledge they need to enable them to take responsibility for their own learning i.e. pupils will be aware of the next steps in their learning and know how to address these.
- Give pupils increased opportunities for choice.
- Give pupils a say in key decisions.

9. Effective learners talk about their learning

To facilitate this staff will:

- Provide opportunities within the curriculum for pupils to reflect on what and how they have learnt and to share this with others e.g. teaching others new skills, self and peer assessment, opportunities to talk about learning styles, target setting, pupil interviews.
- Provide children with high quality feedback that causes thinking in a variety of ways appropriate to the task (eg. verbal, marking - see *Marking & Feedback policy*).

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