




Teaching and Learning

Approved by	Teaching and Learning Committee
Date	7 th March 2019
Signed	
Review Date	March 2020

1 Introduction

Stone Hill School believes in the concept of lifelong learning and in 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; it should be fun. Through our teaching, pupils gain the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We know that appropriate teaching and learning experiences help our pupils to become good citizens and live rewarding lives in Britain in the 21st Century.

We share a real passion for reading and a love of books. We recognise that the development of reading skills is crucial to the progress that pupils make across the curriculum. We are intent in supporting the pupils to become confident and effective readers. We have high standards for our readers and expect them to make sustained progress throughout their time in school. We do this by setting challenging goals and by putting extra support in place when needed. In addition to equipping pupils with functional reading skills, we also introduce them to reading for pleasure, with the aim of fostering a lifelong appreciation and enjoyment of literature.

Reading helps pupils to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. Reading is a multi-strategy approach to absorb meaning. It is not simply the decoding of black marks on the page but involves the ability to read, with understanding a wide range of different types of text including fiction, non-fiction, real world texts such as labels, captions and lists, and print in the environment, alongside text accessed via computers and portable devices.

Competence in reading is the key to independent learning and therefore the teaching of reading is given high priority by all staff. Success in reading has a direct effect upon progress in most other areas of the curriculum and is crucial in developing pupils' self-confidence and motivation.

2 Aims and objectives

2.1 We believe that pupils learn best through different teaching styles. We provide a rich and varied learning environment that allows everyone to develop their skills and abilities to their full potential.

2.2 Through our teaching, we aim to:

- enable pupils to become confident, resourceful, enquiring and independent
- promote learning and the acquisition of knowledge by pupils
- show respect and positive attitudes for a diverse range of cultures
- promote the pupils' spiritual, moral, social and cultural development
- raise achievement
- enable pupils to understand their community and feel valued as part of it
- help pupils to grow into reliable, independent and positive citizens for life in Britain in the 21st Century
- develop self-respect, encouraging understanding of ideas, attitudes and values of others and teach them to respect other people's feelings
- foster self-esteem and help to build positive relationships with other people.

3 **Effective learning**

- 3.1 Research tells us that people learn in many different ways, and respond best to different teaching strategies (visual, auditory and kinaesthetic). We must therefore deliver engaging teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, and musical) when planning our teaching.
- 3.2 We ensure the best possible environment for learning: developing a positive atmosphere in which pupils feel safe and feel they belong; in which they enjoy being challenged; in which they enjoy learning; know that they will have every chance to succeed because the challenge will have been set at the right level.
- 3.3 All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:
- build on previous learning: **teach a new skill, consolidate learning or apply new learning in a different context**
 - the teacher should explain the learning objectives, and why the lesson is important
 - the lesson should be presented in a range of styles where appropriate
 - allow opportunities for the pupils to build understanding through various activities
 - allow opportunities for pupils to review what has been learnt
 - have built-in opportunities for feedback to pupils, celebrating success and reviewing learning strategies
 - the teaching should also indicate the next steps in learning.
- 3.4 We offer opportunities for pupils to learn in different ways. These include:
- investigation and problem-solving
 - asking and answering questions
 - research and discovery
 - whole-class group, pair, independent learning
 - use of ICT
 - outdoor learning and visits to places of educational interest (See Outdoor Learning Policy)
 - creative activities
 - watching media clips and responding to musical or recorded material
 - debates, role-plays and oral presentations
 - designing and making things
 - participation in athletic or physical activity.
- 3.5 We encourage pupils to take responsibility for their own learning: to be involved as far as possible in reviewing the way in which they learn and to reflect on how they learn – What helps them learn and what are barriers to learning?

4 **Effective Teaching and Learning**

- 4.1 When we are teaching, we focus on motivating all the pupils and building on their skills, knowledge and understanding of the curriculum so that they reach the highest level of personal achievement. We use the New National Curriculum to inform our teaching. This sets out the aims, objectives and details of what is to be taught to each year group.
- 4.1.1 Teaching is observed and measured against the Teaching Standards, using our school's observation format.

- 4.2.1 Teachers make on-going assessments (Sheffield STATS) of each learner's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all their learners. Our prime focus is to further develop the knowledge and skills of all pupils.
- 4.2.2 All learning tasks set are appropriate to each pupil's level of ability and are differentiated accordingly. When planning work, we give due regard to information and targets contained in their Short Term Outcomes (STOs). Teachers modify teaching and learning as appropriate for learners with additional needs (e.g. VI). We value each unique individual and teachers are familiar with the relevant equal opportunities legislation.
- 4.2.3 We will meet the needs of all our pupils to ensure that we meet all statutory requirements related to matters of inclusion.
- 4.3 We set academic targets for all pupils in each year and we share these targets with them and their parents/carers. We review their progress and set revised targets annually.
- 4.4 We plan our lessons with clear learning objectives. We take these objectives from the New National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed and the way in which we assess the pupil's learning.
- 4.5 All Teachers and TAs make a special effort to establish good working relationships with the whole class. We treat the pupils with kindness and respect. We recognise that they are all individuals with different needs and give them equal opportunity to take part in class activities. All staff follow the school policy with regard to behaviour and classroom management. As a class, we set and agree the class code of conduct and we expect all pupils to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise them for their efforts which help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times.
- 4.6 We ensure that all tasks and activities are safe. When we plan to take pupils out of school, we follow a strict set of procedures to ensure safety through Exeant: the venue is visited, risk assessments are completed and various permissions are obtained. We inform parents/carers and obtain their permission, before the visit takes place in line with our Visits Policy.
- 4.7 We deploy Teaching Assistants effectively, ensuring they are clear about their role and they understand the pupil's needs they are supporting are a priority.
- 4.8 Our classrooms are attractive learning environments. We change displays to reflect the pupils' learning. We ensure that they all have the opportunity to display their best work at some time during the year. Displays also are used to enhance independence, prompt learning and celebrate achievements. All classrooms have a range of dictionaries, fiction and non-fiction books, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work.
- 4.9 All of our staff reflect on their strengths and weaknesses and plan their professional development accordingly through Performance Appraisal. We do all we can to support our staff in developing their skills, so that they can continually improve their practice.

5 The Role of Governors

- 5.1 Our Governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning
- seek to ensure that our staff development and our performance appraisal both promote good-quality teaching

check teaching methods in the light of health and safety regulations

monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the Headteacher's report to governors, and a review of the CPD training sessions attended by staff.

6 The Role of Parents and Carers

6.1 Parents and carers have a fundamental role to play in helping their children to learn. We inform parents/carers about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for literacy, numeracy and health education
- Holding Parent Support meetings relating to different areas of the curriculum.
- sending information to parents and carers, at the start of each term, which outlines the topics that their children will be studying during that term at school
- sending parents/carers regular reports in which we explain the progress made by their child and indicate how they can improve further
- explaining to parents/carers how they can support their children.

6.2 We believe that parents/carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents/carers to ensure:

- that their child has the best attendance record possible
- that their child is equipped for school with the correct uniform and PE kit
- they do their best to keep their child healthy and fit to attend school
- they promote a positive attitude towards school and learning in general
- they fulfil the requirements set out in the home–school agreement to inform school if their child is absent
- they tell us about matters outside of school that are likely to affect their child's performance or behaviour.

7 Monitoring and Review

7.1 We monitor the school's teaching and learning policy and review it regularly so that we can take account of new initiatives research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy annually or earlier if necessary.



Whole School Focus

Member of staff observed	Subject	Date
Observer	Year/Class	Time
Books reviewed	Talked to Pupils	Pupils

Linked to the Teaching Standards, what went well?	Key Heading	Further Details

Linked to the Teaching Standards, what could have gone better?	Key Heading	Further Details

CPD to work on . . .

Teacher comments . . .		
Observer signed	Date	
Performance Appraisal	Whole School Impact	
Shared with . . .	Head	Deputy
	KS Leader	School Improvement Plan



Spring Term Whole School Focus is the same for everybody? Linked to SDP

Member of staff observed	Subject	Date
Observer	Year/Class	Time
Books reviewed	Talked to Pupils Yes or no. How many? Comments linked to policy	Pupils How many? Boy girl ratio. PP, LAC, etc.
	Positive comments about learning. Knowing the difference between learning and task.	

Linked to the Teaching Standards, what went well?	Key Heading	Further Details
	1? Teaching standard – relevant part	Details that focus on evidence that proves the standards

Linked to the Teaching Standards, what could be improved?	Key Heading	Further Details
	1? Teaching standard – relevant part	Details that focus on evidence that ensures that there is scope for improvement

CPD to work on . . . something that can be put in place to ensure improvements and with a time scale and a follow-up meeting. Coaching.
Observing a colleague. Links to another school. Visitors into school etc.

Teacher comments . . .		
What went well? Why? What didn't? Why? Follow up meeting comments if necessary.		
Observer signed		Date
Performance Appraisal	Links to show progression towards own targets	Whole School Impact
Shared with ...	Head	School Development Plan
	Deputy	KS Leader
		Specific links to SDP
		What have you done today that impacts on school? New strategy different way to teach that works etc.

