

Forty Hill CE School

Teaching and Learning Policy



Our Vision

that our safe and welcoming
Christian community gives
every child every opportunity to be
fulfilled, healthy and successful.



*Our Vision is that all our children will leave Forty Hill **fulfilled** - Jesus said: "I have come that they may have life, and have it to the full" John 10:10*

*Our Vision is that all our children will leave Forty Hill feeling **healthy** - Paul said: "For in him we live and move and have our being" Acts 17:28*

*Our Vision is that all our children will leave Forty Hill having been **successful** - "For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you a hope and a future" Jeremiah 29:11*

Our Teaching and Learning Policy is a statement of the aims, principles and strategies for teaching and learning at Forty Hill CE School. It lays the foundations for our delivery of the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read. Teachers and support staff have contributed to this policy in order to ensure that it fits with the ethos of our school.

What is Teaching and Learning?

The policy for teaching and learning is our vision in action, informing and supporting the best classroom practice. It gives every child the opportunity to be successful in every lesson taught and will ultimately raise standards throughout the school. All staff are expected to have a clear understanding of the content of this policy and refer to it frequently. At Forty Hill, effective teaching and learning is seen as the outcome of teamwork encompassing pupils, staff, parents, governors and other members of the community.

Our Learning Ethos

At Forty Hill CE School, teachers, pupils and parents work together in partnership towards the school's aims, vision, values and ethos (see vision statement).

We employ a rigorous selection process when appointing teachers and have confidence in trusting them to make professional decisions when choosing a suitable teaching method for each lesson, whether this be agile learning (children being taught at their own level) group work or whole class input. We acknowledge that pupils have a variety of prior knowledge from outside school as well as prior learning imparted within the school and that is referred to throughout their new learning. We recognise children will learn at different paces and will adapt our teaching accordingly. We encourage our teachers and support staff to share their wide range of skills and knowledge with each other through regular staff meetings and CPD.

To secure effective learning we will commit to:

- providing a safe and welcoming Christian community in which all are fully aware of behavioural expectations
- respecting children as individuals within their own rights, values and beliefs
- giving the children a common language with which to articulate their feelings and opinions
- allowing children to make mistakes from which they can learn, in a safe environment, so that they develop resilience and a growth mindset.
- giving all children the opportunity to experience success, so that they develop self-confidence
- enhancing the children's independence in - and mastery of - their learning and enabling them to take responsibility for all aspects of their schooling
- ensuring that children have opportunities to be aware of and interact with current issues and debates including global challenges, British Values and mental health

Strategies for Effective Teaching

Teachers aim to plan inspiring, relevant and appropriate learning experiences taking into account the diversity of children in our school community.

- teachers and support staff maintain high expectations at all times, making sure that they are aware of the children's knowledge and skill levels so that work is personalised and adapted in a way that ensures each pupil has the opportunity to flourish
- teachers maintain flexibility and spontaneity in their approach, asking effective and purposeful questions to engage and encourage children to achieve their fullest potential
- teachers adapt their teaching, environment and resources to ensure an inclusive classroom where all children regardless of ability or need feel supported and can flourish
- learning environments are structured so that children feel safe and learn new things in a setting that encourages creativity using a variety of resources to make learning accessible including ICT, manipulatives, our school grounds and real life contexts
- children are given good quality feedback in a variety of ways which could take the form of developmental marking, peer- and self-marking, verbal feedback and marking codes
- regular staff meetings are used to discuss various aspects of the curriculum, ensure consistency of approach and standards and encourage reflection and professional development
- subject leaders ensure that they stay abreast of new initiatives and regularly feedback to staff
- teachers regularly evaluate their own teaching and reflect upon their practice through assessment for learning, formative and summative assessment
- all staff will act as role models for the pupils, creating positive relationships and celebrating achievement and effort
- teachers will use Forty Hill's progression documentation when planning new learning to ensure prior learning, starting from EYFS, is revisited and children consequently understand the progression of ideas and concepts

Strategies for Effective Learning

In order for our curriculum to lead to effective and creative teaching and learning, the approaches in school need to be founded on the following principles:

- children have high expectations of themselves, their teachers and each other, and aim to take control of – and develop a love of – learning through listening, mutual-respect and tolerance as well as feeling confident to challenge opinions and choices
- providing a wealth of opportunities for children to be engaged and challenged by a relevant and purposeful curriculum, filled with new experiences
- children are encouraged to communicate their findings in a variety of ways and develop their resilience and perseverance
- opportunities are provided for children to become involved in decision making and develop an enquiring mind
- children understand how to be ambitious learners and have the relevant skills to achieve and flourish
- children are given the opportunity to respond to feedback and engage in dialogue regarding their learning and next steps
- children are encouraged to give everything a go and understand that we learn best when we are allowed to make mistakes

- children are encouraged to continue their learning outside of school through homework, trips, extra-curricular opportunities and a variety of off-site learning opportunities
- children regularly revisit prior learning and are guided to make links to new ideas to widen and embed their understanding

Monitoring of Teaching and Learning

Teaching and learning is monitored throughout the year. A well-structured appraisal system underpins the drive for high quality teaching and learning across the school; teachers are set annual targets that reflect continual professional growth and the targets in the School Development Plan. Throughout the academic year, Subject Reviews take place involving our Governing Body. During a Subject Review, learning walks, book looks, pupil and teacher interviews take place to gain a deep understanding of the teaching and learning across the school and the experience for every child. From this, subject leaders develop next steps for each subject area and deliver this via our CPD programme. Pupil progress meetings occur at regular intervals throughout the year in order to ensure children are making optimum progress, with plans put in place for any pupil not making expected progress whilst also enabling us to identify children who would benefit from further challenge.

Teachers share curriculum booklets and homework grids with parents and the wider public via the school website and discuss children's progress with parents informally and formally through parent meetings and an annual written report. Parent Workshops supporting various areas of the curriculum are on offer throughout the year.

Other Reference Documents

Anti-Bullying Policy, Appraisal and Capability Policy, Assessment Policy, Behaviour Policy, Collective Act of Worship and RE Policy, Curriculum Policies, Online Safety Policy, Homework Policy, Marking Policy, National Curriculum, SEND Information Report and SEND Policy

Accepted by the Governing Body: December 2023

Review Date: December 2024