



## Teaching & Learning Statement

Policy reviewed by: Jackie Doherty & Kirstie Stroud

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Next review due: April 2020

*“Education is not the filling of a pail, but the lighting of a fire”*

William Butler Yeats

At Duncombe School, we believe that learning should be a rewarding and an enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### School Aims

- To provide a happy, caring and challenging environment in which everyone can acquire knowledge, skills and attitudes relevant to themselves and society.
- To ensure that everyone achieves their full potential intellectually, physically, emotionally and socially.

### Effective Teaching

When teaching is at its most effective, the following are common factors:

- Classroom management is clear to the children and promotes independent learning.
- The classroom/school ethos is strong and promotes a happy and enjoyable learning environment.
- The teacher has good subject knowledge.
- There are clear learning objectives.
- Planning is clearly differentiated and tasks match each child's ability.
- Assessment informs the next step of learning.
- Next steps given to the child ensure that their learning progress.

### Effective Teachers

Effective teachers show the following qualities: They should be

- flexible
- inspirational
- co-operative
- respectful
- reflective
- good communicators
- risk takers
- have a sense of humour!

## **Styles of Teaching/Effective Learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole class work
- asking and answering questions
- use of ICT
- fieldwork and visits to places of educational interest
- using a variety of resources, including multimedia
- debate, role play and oral presentation
- designing and making things
- participating in athletic or physical activity

We encourage children to take responsibility for their own learning, to be involved as far as possible in evaluating the way they learn, and to reflect on how they learn.

All staff are trained in using 'cooperative learning' strategies which encourage talk and participation by all of our children. See the appendix outlining these techniques.

## **The Learning Environment**

We believe that the classroom, which is the primary place of learning, is paramount to good teaching and learning. The school follows a comprehensive Learning Environment policy. The following points are essential:

- that the classroom is a happy place where the children feel relaxed and at home
- that the classroom is a safe place
- that display supports children to be independent learners; it should reflect the current objectives and be attractive and bright
- that it should be well resourced and that these resources should be accessible for the children when appropriate

## **Continuous Professional Development**

At Duncombe School we have a commitment to continuous professional development for all our staff for the following reasons:

- high standards in teaching and learning depend upon relevant, focused and effective professional development opportunities for teachers;
- becoming and remaining a good teacher, keeping knowledge of curriculum subjects up-to-date and being able to make the most of new technology all require continuous professional development;
- teachers who have enthusiasm for lifelong learning themselves are excellent role models to pupils;
- a commitment to the development of staff members leads to greater self-esteem, self-confidence and enthusiasm, better quality teaching and a substantially greater capacity in the school as a whole for continuous self-improvement.

## **The Role of the Head Teacher**

It is the responsibility of the Head Teacher to facilitate good teaching and learning. In order to achieve this, he/she must:

- have a clear vision of what good teaching and learning looks like;
- be inspirational;
- monitor, advise and support;
- be at the heart of the whole school;
- celebrate achievements and challenge where necessary;
- assist staff with their professional development;
- provide staff with the resources they need to carry out the job.

### **The Role of the Governors**

The governors determine, support, monitor and review the school statements on teaching and learning. In particular they:

- support the staff by allocating resources effectively;
- ensure that the school building and premises are best used to support successful teaching and learning and that they conform to health and safety regulations;
- monitor, through the Curriculum committee, how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school through the school self-review process.

### **The Role of Parents**

Parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning through:

- class weekly updates outlining the curriculum and class news and events;
- sending reports to parents in which we explain the progress made by their child and with clear targets for improvement;
- explaining to parents how they can support their children with homework;
- holding parents' evenings where their child's work can be reviewed and their progress discussed;
- parent workshops and training.

We believe that parents have the responsibility to support their children and the school in implementing school policies. This can be done by:

- discussing the home/school agreement regularly with their children;
- ensuring their children have the best attendance record possible;
- ensuring that their children are equipped for school with the appropriate uniform and PE kit;
- inform the school if there are matters outside of school that are likely to affect the child's performance or behaviour;
- promote positive attitude towards school and learning in general.

### **Monitoring and Review**

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes in the physical environment of the school.

### **Appendix**

#### **Cooperative Learning Principle**

"If a question is worth asking, it is worth everyone answering"

#### **Cooperative Learning Techniques**

##### **Think-Pair-Share**

When an open question has been asked, the children should be given a minute or so to think about their answer; they should then share their idea with their talk partner. After this some partnerships will share with the whole group.

Try to encourage children to say, "My partner and I ..."

### Active Listening

Active listening involves looking at the speaker, thinking and responding. Children should sit up and show they are active listeners.

### Sentence Stems

Giving children the root of the sentence needed to answer a question will enable those, who are less confident, to have a good starting point for answering questions.

### Numbered Heads

Each child in the team (table) should be allocated a number – permanently. After T-P-S the teacher may ask number 4's or number 3's from each group to answer.

### Team Consensus

After T-P-S teams will discuss answers and together decide on one agreed answer for the whole team. (Use numbered heads to find the team consensus answer.)

### Choral Response

This is a more appropriate way to answer closed questions and questions with one word answers. Use "Think-Ready-Say" as a verbal prompt to answer chorally.

### Silent/Secret Thumbs

When children are ready to answer a question, they should indicate this by showing the teacher a raised thumb. We discourage raised hands as this distracts others who are not yet ready to answer.

### Ask Three Before Me

If a child is stuck with their work, they should ask three people before the teacher, e.g. two children and a classroom assistant.

### Silent Signal

If an adult wants to get the class to listen to or look at them, they (the teacher) should raise their hand. No one, including the teacher, should speak when their hand is raised.

### 1-2-3 Move

In class and in assembly, 1) look at teacher, 2) stand, 3) move. When the group is trained, you should just have to hold up your fingers.

### Team Points

Team points should be given for children who are modelling co-operative learning well.

The co-operative learning standards are:

- Help and encourage others.
- Practise Active Listening.
- Explain ideas and tell why.
- Complete tasks
- Everyone participates.

### Grabbers

Grabbers are given for individual effort and drawn out for Friday's Grabber Prize award.