



THOMAS'S FULHAM TEACHING & LEARNING POLICY

INTRODUCTION

Learning is the overriding focus of all activity in our school. We maintain that this learning should be a rich, dynamic, rewarding and enjoyable experience for all our pupils. Through our teaching we equip pupils with the skills, knowledge and understanding to approach the next stage of their schooling and future lives with the utmost confidence.

Note: we have an EY policy which includes Learning and Teaching; this document is complementary.

AIMS

Learning at Thomas's is outward looking, forward thinking and values based (*See Thomas's Learning Vision*). Together our pupils and teachers:

- Engage in an inspiring curriculum
- Think deeply
- Embrace challenge, collaboration, creativity and critical thinking
- Take ownership of their learning
- Are emotionally intelligent
- Adopt a growth mindset
- Are socially responsible
- All staff are aware that the school precludes the promotion of partisan political views in the teaching of any subject in the school

Effective learning

We acknowledge that individuals learn differently and, therefore, recognise the need to develop strategies that allow all children to learn in ways that best suit them. We encourage children to develop strong learning habits, which include: thinking, questioning, linking and resilience. The learning environment is organised to facilitate this and pays regard to vulnerable groups including summer born, SEND, Most Able and EAL pupils.

Opportunities offered include:

- Whole-class work
- Independent work
- Collaborative work
- Enquiry: investigation and problem solving, research and discovery
- Digital and blended learning
- One to one support
- Wide-ranging resource access

- Discussion, teachers and pupils asking and answering questions to extend and deepen thinking and learning
- Creative tasks, designing and making
- Athletic and physical activity
- Musical and dramatic activity
- Extra-curricular activities
- Guest speakers, educational visits, residential trips
- Charity and community projects

Our approach to effective learning

The approach to learning at Thomas's Fulham embeds and practises essential skills that will best equip children for 21st century education. Across the curriculum, skills are incorporated within all lessons so that every pupil can learn and understand how to learn and embed them into every aspect of their curriculum. These skills are integral to all teaching and learning at Thomas's Fulham. The key skills known as the 4Cs are outlined below.

- **Collaboration** – the ability to work effectively with others and develop an appreciation of one another
- **Communication** – the ability to convey ideas and opinions confidently whilst working co-operatively
- **Creativity** – the ability to turn new and imaginative ideas into reality
- **Critical Thinking** – the ability to explore new ways of thinking in order to solve problems and to make decisions and take action as appropriate.

Reinforcing lifelong learning habits is crucial to establish at an early age, forming good habits for future success. We use four learning habit animals, to hone these vital study skills. Each of the 4Cs above are firmly embedded and practised through the Learning Habits. The Learning Habits are outlined below:

- **Questioning (represented by The Inquisitive Monkey)** – Being curious and sociable, knowing that asking questions to find out more will deepen understanding when learning. Collaborating and discussing ideas are essential elements of this learning animal's skill set.
- **Resilience (represented by The Adaptable Chameleon)** – Experimenting and making mistakes, as well as knowing that being resilient and getting something wrong is a crucial part of the learning process. Keep trying until you get the answer.
- **Linking (represented by The Strategic Spider)** – The ability to realise that uncovering the bigger picture and understanding the relationship things have in the world are vital. Linking ideas together in a big web and thinking creatively are very important habits as an effective learner.
- **Thinking (represented by The Reflective Owl)** – to think deeply and draw conclusions from his learning. Being self-critical and working out how to improve are key. He asks what have I learned, what do I want to learn next, and how am I going to do it successfully?

Our teachers work effectively with digital resources and instructional technology to enhance pupil learning. Media literacy, Information literacy and digital literacy skills are embedded into lessons and enable our pupils to be creative, collaborate effectively and participate in active, independent enquiry based learning. Our commitment to blending 21st Century teaching methods and Digital Learning ensure the following outcomes are realised:

- Pupils engage in higher-order reasoning and critical analysis

- Pupils collaborate with each other and real world resources to develop deeper learning
- Teachers use visible assessment opportunities to tailor and personalise teaching and learning on an ongoing basis
- Pupils participate in problem-based and project-based learning activities to develop resilience and strong 21st Century skills

Incorporating these life skills into their daily learning allows pupils to fully understand how they learn and how they can learn from one another. Digital Learning, our Learning Habits and the 4Cs also help pupils make the important link between their learning within the school environment and applying this to the outside world, transferring these skills to everyday life. *(See Thomas's Fulham's Learning Circles)*

Quality First Teaching

- Teaching is inspirational, enthusiastic and embodies excellent subject knowledge
- Teaching within year groups is led by year leaders and within subjects by HoD or subject leaders
- We facilitate cross curricular learning within all subjects
- We ensure all teachers refer to the Learning Habits and the 4Cs in lessons in order to develop an inquisitive attitude towards learning and encourage problem solving skills
- We focus on motivating pupils and building on skills, knowledge and understanding
- We use questioning effectively to gauge and extend and deepen pupils' thinking and learning *(See Thomas's Fulham Learning Circles)*
- We apply a range of teaching styles which appropriately match the pupils' learning styles in order to sustain their concentration, motivation and application
- We adopt visual, auditory and kinaesthetic strategies (VAK)
- We ensure pupil progress is assessed and monitored closely so that pupils' learning can be extended and/or effective intervention and support can be given so that pupils make strong progress
- We create opportunities for child led investigations, demonstrating research methods and providing appropriate resources
- We integrate digital learning opportunities to enhance and deepen understanding and thinking and encourage creativity
- We develop and maintain safe, secure and inspiring learning environments; a stimulating environment sets the climate for learning and promotes high quality work
- All teachers adhere to our Feedback and Marking Policy
- Resources are varied, well maintained and easily accessible
- Maths is ability set from Year 3 (consisting of a more able set and parallel sets – Year 3 only) to Year 6 and literacy is ability set only in Year 6

Planning

- Our curriculum plans guide our teaching, setting out aims, objectives and content
- Medium term planning is a collaborative process amongst year groups and co-curricular staff to link subjects and to encourage deeper understanding. It is informed by formal and observational assessment
- Short term planning will always include a learning intention, which will always be posed as a question, and a plenary used as an assessment opportunity

- When planning work for vulnerable groups including SEN, More Able and EAL, teachers have regard for individual Provision Maps. Support groups can be offered
- Pupil voice is key and we aim to enable children to learn by doing rather than by being didactic
- Teachers adopt Assessment for Learning strategies as a matter of course
- AfL strategies are used to plan lessons taking into account the abilities and needs of all pupils
- Teaching staff adhere to an assessment policy and guidance; this allows for tracking, record keeping and enables progress to be monitored
- Data is analysed and progress tracked each term; intervention is put in place where necessary

ROLES AND RESPONSIBILITIES

The Role of Teachers

- Teachers are familiar with equalities policies; we strive to achieve inclusive practice
- All staff have been made aware that the school precludes the promotion of Partisan political views in the teaching of any subject in the school.
- Staff establish good working relationships with pupils, following our Code of Conduct. We give optimum praise
- Staff encourage positive, constructive relationships amongst pupils, insist on good behaviour and follow the Pupils' Rewards and Sanctions Policy and related policies
- Teaching staff work collaboratively led by year leaders and subject leaders, to ensure consistent systems across year group and subjects; this includes planning meetings, progress meetings, moderating, benchmarking and resource sharing
- Staff recognise and are aware of the needs of each individual child according to ability and aptitude
- Teachers ensure that learning is progressive and continuous
- Teachers ensure they are good role models, punctual and organised
- Staff/teachers endeavour to ensure that all activities are safe and we follow policy and procedure to this end
- Staff/teachers deploy Teaching Assistants and other adult helpers as effectively as possible ensuring that their presence enhances children's learning. They may work with individuals or groups, in or out of the classroom. Their presence should be felt in the starters and plenaries of lessons. TAs can be involved in planning and assessment
- Teachers carry out peer observations during the year as part of their CPD
- Homework must be linked to work in school in order that it is purposeful. Flipped learning may be an alternative approach for homework. Staff follow our policy, guides and timetables

The Role of Parents

Parents are encouraged to support their child's learning by:

- Ensuring that their child attends school regularly, punctually and in good health
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment
- Providing support for the discipline within the school and for the teacher's role
- Having a fundamental role to play in helping children to learn whilst we do all we can to inform them of their children's achievements and progress. *Formal methods – Curriculum Evening is held in September (Rec-Year 3) and Year 4-5 and Year 5-6 Transition Evenings are held in June prior to the new academic year; written reports are provided twice a year, academic parents' evenings are provided twice a year and co-curricular parents' evening, once a year.*

- Parents are encouraged to support their children’s learning by e.g. abiding by the Code of Conduct; using the TLP and encouraging their child’s use of the TLP; sharing problems with staff promptly; attending school events where possible; supporting the homework policy; becoming actively involved in dialogue with teachers when requested; keeping all file details up to date; responding to correspondence; adhering to our attendance policy; informing School of any issue at home which may affect progress; happiness or behaviour and supporting extra-curricular activities where applicable

The Role of Pupils

Pupils are encouraged to support the school’s aims by:

- Being organised, bringing necessary equipment into school
- Living the school values and conducting themselves in an orderly manner in line with the behaviour policy
- Taking increased responsibility for their own learning

The Role of the Head, the Core Leadership and Senior Leadership Team

- To actively monitor and evaluate teaching and learning rigorously to allow for ongoing development of individual teachers and of the teaching and learning in the school (*formal lesson observations, learning walks, work scrutiny annual performance management meetings, staff and pupil surveys viewed*)
- To support the use of appropriate teaching strategies by allocating resources effectively
- To ensure that the school building and site are best used to support successful teaching and learning
- To ensure staff development and performance management promote excellent teaching – Quality First Teaching

See also: [Curriculum Policy](#)

This policy will be reviewed annually			
Reviewed: September 2017	By:	Susannah Bell, Curriculum Deputy Head	Changes made
Latest review: January 2020	By:	Susannah Bell, Curriculum Deputy Head	Changes made
Next review: January 2021	By:	Susannah Bell, Curriculum Deputy Head	