



THOMAS'S BATTERSEA TEACHING AND LEARNING POLICY

INTRODUCTION

At Thomas's Battersea we believe that learning is the overriding focus of activity in our school. We maintain that 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 utmost confidence.

Note: we have an Early Years Learning and Teaching Policy; this document is complementary.

AIMS

- To allow pupils to develop their skills and abilities to their full potential
- To enable pupils to become confident, independent learners
- To foster pupils' self-esteem and their ability to build positive relationships with other people: peers, adults in school and in the wider community
- To develop pupils' self-respect and encourage them to respect the ideas, attitudes, values and feelings of individuals and cultures
- To enable pupils to take pride in their work and achievements and those of others
- To undertake skilful assessment of pupil progress in order to inform planning
- To work in partnership with others.

STRATEGIES

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. The learning environment is organised to facilitate this and pays regard to vulnerable groups including SEND, Most Able and EAL pupils.

Opportunities offered:

- Whole-class work
- Independent work
- Paired work
- Group work
- One to one support
- Use of technology and media
- Wide-ranging resource access

- Investigation and problem solving
- Research and discovery
- Discussion, asking and answering questions
- 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

Effective Teaching

- There is focus on motivating pupils and building on skills, knowledge and understanding
- Teaching is enthusiastic and embodies good subject knowledge
- Teaching within year groups is led by year leaders from Reception to Year 4 and within subjects by Heads of Department
- Curriculum plans guide the teaching, setting out aims, objectives and content
- Medium and short term planning is of high quality. It is informed by formal and observational assessment
- The needs of vulnerable groups, including SEND, Most Able and EAL pupils, are addressed through appropriate differentiation. Support groups can be offered
- Lesson format is not prescribed but will usually include an introduction with learning objective outlined and a plenary used as an assessment opportunity
- Pupil voice is key and the aim is to enable pupils to learn by doing rather lessons being didactic
- Assessment for Learning strategies are used to plan lessons, taking into account the abilities and needs of all pupils as a matter of course:
 - Differentiated planning and practice with links to prior learning
 - Well understood, clearly defined learning objectives
 - Clearly defined success criteria (which do not simply restate the lesson objective) – these may be differentiated
 - Effective teacher questioning
 - Regular and planned opportunities for speaking and listening
 - Peer and self-assessment
 - Individual target setting
 - Developmental marking linked to target setting
 - Plenary used as an assessment opportunity
- Teaching staff adhere to an assessment policy and guidance; this allows for tracking and record keeping and enables progress to be monitored
- Maths is ability set from Year 3 onwards
- Phonics is taught in ability groups from Reception to Year 2
- Data is analysed and progress tracked each term; intervention is put in place where necessary
- The layout of the classroom best suits the teaching and learning activities
- Technology is used to enhance learning and teaching
- Resources are varied, well-maintained and easily accessible

- The Learning Environment is well presented, interactive and purposeful. Displays change regularly. A stimulating environment sets the climate for learning and an exciting classroom promotes independence and high quality work
- Teachers are familiar with equalities policies; we strive to achieve inclusive practice
- Teaching seeks to prepare pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith
- Staff establish good working relationships with pupils, following our Code of Conduct. We give optimum praise and seek to stretch and challenge pupils within a kind and supportive environment
- Staff encourage positive, constructive relationships amongst pupils, insist on good behaviour and follow the Behaviour Policy guidelines
- Every endeavour is taken to ensure that all activities are safe and policies and procedures are followed to this end
- Teaching Assistants and other adult helpers are deployed as effectively as possible, ensuring that their presence enhances children's learning. This help may take place with individuals or with groups, in or out of the classroom. Their presence should be felt in the starters and plenaries of lessons. TAs can be involved with planning and assessment
- Homework must be linked to work in school in order that it is accessible. Staff follow guidelines and timetables
- Teaching staff work collaboratively, led by senior and middle leaders, to ensure consistent systems across year groups and subjects. This includes planning meetings, progress meetings, benchmarking, resource sharing
- There are rigorous monitoring and evaluation procedures; teaching is observed regularly through observations and learning walks; planning, children's work, and marking are scrutinised; staff have an annual appraisal meeting; CPD is co-ordinated; staff views are surveyed

ROLES AND RESPONSIBILITIES

The Role of the Senior Leadership Team

- To actively and rigorously monitor and evaluate teaching and learning to allow for ongoing development of individual teachers and of the teaching and learning in the school
- 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 that staff development and performance management promote excellent teaching.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn and do all we can to inform them of their children's achievements and progress.

Methods of communication include:

- Syllabus Evenings and Curriculum Guides
- Reports twice a year
- Parents' Evenings
- Pupil planners

Parents are encouraged to support their children’s learning by 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 the School up to date with all necessary information about their child; informing School of any issue at home which may affect progress, happiness or behaviour; responding to correspondence; adhering to the School’s Attendance Policy; and supporting extra-curricular activities where applicable.

See also: Attendance Policy, Behaviour Policy, Code of Conduct, Curriculum Policy, EAL Policy, Most Able Policy, SEND Policy, Battersea Early Years Learning and Teaching Policy, Battersea Marking and Feedback Policy

This policy will be reviewed annually			
Latest review: May 2017	By:	Clare Oswald, Deputy Head Academic	No changes
Next review: May 2018	By:	Clare Oswald, Deputy Head Academic	