

**Highfields Primary Academy
Policy Document**

POLICY TITLE	Teaching and Learning Policy
RESPONSIBLE COMMITTEE	EAB
RATIONALE	At the Academy we endeavour to ensure our early learners develop into life long learners. We strive to provide a safe, secure and stimulating environment where curiosity is welcomed, enquiry is encouraged and learning is fostered.
PURPOSES	We believe that people learn best in different ways. At the academy we provide a rich and varied learning environment that allows learners to develop their skills and abilities to their full potential.
GUIDELINES	<ul style="list-style-type: none"> • Teachers set challenging teaching and learning objectives which are relevant to all pupils in their classes. These are based on knowledge of pupils' past and current achievement through assessment and the expected standards for pupils of the relevant age range. • Teachers have consistently high expectations of pupils and build successful relationships, centered on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident. • Teachers teach clearly structured lessons or sequences of work which interest and motivate pupils and which: <ul style="list-style-type: none"> - start with a clear learning objective, understood by all pupils. - Differentiation - Has a defined set of criteria for success, taken from 'STAT' document for English and Mathematics and the NC for the foundation subjects. Y2 and Y6 will plan from the interim frameworks with a focus on the end of phase tests. - has learners working in the first 5 minutes of learning - ensure learners are not sat listening to teacher inputs for more than 10 minutes - employ interactive teaching methods and collaborative group work, - has learners working at their instructional level. - Teachers will facilitate modelled/guided sessions. - promotes active and independent learning that enables pupils to think for themselves and to plan manage and assess their own learning. - ensure that children are given long enough to complete work, and have opportunities for working for sustained periods of time, appropriate to their age. - ICT is used effectively to deepen understanding - presentation of learners work is of a highest standard. - uses 'Assessment As Learning' strategies within the lesson to ensure learning is taking place. • Teachers set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with the academy behaviour policy. • Teachers ensure the classroom learning environment includes working walls for English, Mathematics and Topic.
FURTHER DETAILS CONTAINED IN DOCUMENTS	<ul style="list-style-type: none"> • Marking and Feedback Policy

Reviewed and updated Sept 2016

Next review Sept 2017