



KEREM SCHOOL (INCLUDING KEREM EARLY YEARS UNIT)

Teaching and Learning Policy

AIMS AND OBJECTIVES

Our aim is that every Kerem graduate should be a confident, happy and motivated child who achieves his or her maximum potential in Secular and Jewish Studies.

CHARACTERISTICS OF GOOD TEACHING AND LEARNING

Teaching

- Learning will be facilitated by the progressive acquisition of knowledge, skills and understanding:
- Lessons have clear learning objectives **and success criteria stated aloud or written during lesson or** on plans.
- Lessons have a clear introduction and plenary.
- The lesson sets high but attainable standards to reflect the teachers' high expectations.
- Having an approach which allows for differentiation in the curriculum to support both the less and more able in a sensitive manner.
- Gifted and Talented and more able children will be challenged and motivated in lessons through questions requiring depth of thought.
- Challenge will be given to every child according to their ability and learning style.
- Having a positive behaviour, work and attitude ethos and by setting a good example and positive reinforcement.
- Children being involved with evaluating their own learning.
- Ensuring that relationships are positive and promote pupil motivation by making pupils feel welcomed, cared for, secure and valued as individuals by developing their self-esteem and confidence.
- Children will be given homework to do which complements the work done in lessons.
- Providing as many opportunities as possible for first-hand experience and investigative work.
- Encourage active learning using teaching techniques, which make use of appropriate methods suiting the topic or subject, as well as the pupil's stage of development.
- Flexible teaching strategies whereby children have the opportunity to be taught in whole class lessons, as part of a collaborative group, in pairs and individually.
- Children having opportunities to create, express, enact, recount and communicate to others using a variety of media.
- Recognising the importance of equal opportunities, taking account of special needs, gender, race, class and physical disability.
- Recognising and planning appropriate assessment and record keeping systems that are used to guide future planning.

- Children work towards specified targets. Teachers, in conjunction with children, set individual targets. These targets should challenge the children and can be behavioural or academic and have measurable success criteria.
- The school environment reflects the aims of the school and encourages learning through attractive and appropriate display.
- Learning takes place at an appropriate pace for each pupil.

Learning

- Pupils to have access to a wide range of learning materials and resources, including ICT programmes and equipment and 1;1 iPads in KS2.
- Available space and materials should be used to the best advantage.
- Pupils are able to select materials appropriate to the task at hand.
- Pupils are encouraged to take responsibility for caring for, organising, conserving and recycling learning resources and the classroom and school environment.
- Pupils are given responsibility for organising their learning and managing their time.
- The classroom and environment will be used to reflect current work themes.
- Both independent and co-operative work by pupils will be facilitated and encouraged.
- Pupils are encouraged to ask questions and show perseverance.
- Pupils have the confidence to become independent learners.
- Pupils should be given the opportunity to feel confident to take risks during lessons.
- Pupils should feel confident to ask questions to move them on in their learning.
- Learning activities are planned enabling progression and allowing children to experience success.
- The atmosphere within the school should facilitate the development of good learning attitudes, which are appropriate in a variety of learning situations.
- Good use is made of outside stimuli, including trips and visitors.

It is our intention to ensure that all children in the school have full and equal access to the curriculum regardless of gender, race, background learning difficulties or physical disabilities.

THE CURRICULUM - See Curriculum Policy for further information.

Kerem recognises that every experience the children encounter in school is a learning experience and preparation for life. These experiences will be both formal and informal. Whenever possible, the school extends and deepens children's learning through topic, non-curriculum and cross curricular days.

Children learn more effectively when they are motivated by a sense of purpose and direction in their learning. As far as possible, they should be aware of why and how, as well as what, they are learning and also be involved in the decisions being made about their learning targets.

ENVIRONMENT FOR LEARNING

The physical environment and the organisation of resources are significant contributors to the quality of the learning experience.

CLASSROOM ORGANISATION AND MANAGEMENT

Groupings

- The size and type of groups used are dependent on the task or activity to be completed.
- Paired work and talking partners are encouraged.
- Collaborative group work is seen as an essential part of teaching and learning and is encouraged.

Displays – See Display Policy

- Displays should reflect the children's learning and should be used to enhance and stimulate their learning.
- During the school year all areas of the curriculum should be displayed.

Teaching Styles

In order to cater for all children, teachers should use auditory, visual and kinaesthetic methods of teaching.

However learning and teaching are organised, they must provide opportunities, at different times, for pupils to:

- Learn actively and gain first-hand experience.
- Explore, discover and solve problems.
- Learn through discussion and debate.
- Gain experience of independent learning and develop study skills.
- Work effectively in groups as well as individually.
- Use a wide range of resources such as books, documents, audiovisual materials, **ipads** etc.
- Meet the challenge of completing assignments, ranging from short exercises to more substantial projects, including co-operative ones.
- Take responsibility for organising their learning experience.
- Consider and appraise their own work and progress and set goals for further improvement.
- Create, express, enact, recount and communicate with others using a variety of media.
- Produce work for a variety of audiences.
- Learn from adults in the wider community.
- Use technology as an appropriate aid to learning and solving problems. This would include the use of IWB, **i pads**, cameras, video recorders and programmable robots.

We also wish to utilise teachers' strengths and provide children with the opportunity of working with different adults.

When planning, the teacher should ensure that there are regular opportunities for the children to be engaged in collaborative group work.

Planning

- Each year group will produce weekly planning sheets, which detail activities and learning experiences to be provided.
- There should be a place for the children to "thought shower" at the beginning of each topic so that the teacher can gauge the current level of understanding.
- Children should be encouraged to evaluate their own learning at the end of each topic.

- Planning should take into account children's individual targets and those set in Individual Education Plans.
- Planning should clearly indicate teaching assistant involvement.
- Styles of learning (Auditory, Visual and Kinaesthetic) should be included in planning.
- Challenge questions and activities should be noted

Assessment

Assessment should:

- Be part of normal classroom activities and involve children.
- Inform future planning.
- Focus on the process and products of learning.
- Be based on both formal and informal observations.

Pupil progress meetings will be held termly to ensure excellence of teaching and learning.

Formative assessments will be carried out for all areas of the curriculum. These will be carried out by class teachers using whatever format they feel is appropriate for the class and the topic. The assessment will be recorded on SIMS using their assessment stand. Children will be recorded to have either been

- Unable to assess
- Emerging
- Developing
- Secure
- Mastered

This data will then be tracked through the year and the children's school career in order to track attainment and achievement.

Summative Assessment will be carried out in October and May. The October test will be used to baseline all children. The May test will be used to judge progress. Currently the school is using GL assessment for English, Maths, VR and NVR. VR will only be tested in UKS2. The assessments will be sent off for marking and detailed analysis will be returned. This analysis will be looked at by class teachers and the Assessment Coordinator.

Monitoring

Selected subjects will be monitored annually. The purpose of the monitoring will always be given prior to the observation. Teachers and Teaching Assistants will be given oral and written feedback as soon as possible after the observation. Development points will be highlighted as appropriate.

Exercise books and folders will also be monitored by the SLT and Subject Leaders when appropriate. Feedback is given to all teachers and general issues are discussed at a staff meeting.

Success Criteria

Every staff member facilitates the Teaching and Learning Policy. Kerem School prides itself on the training, quality and calibre of their staff – this in turn will provide excellence of learning.

Reviewed October 2017. Next review October 2018