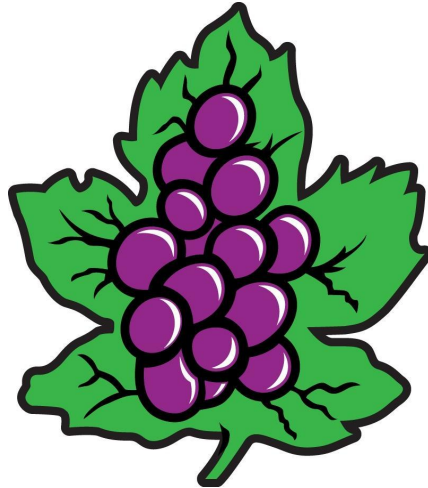




TEACHING AND LEARNING POLICY

Kerem School

Approved by: *Education and Standards Committee*

Date: February 2018

Last reviewed on: August 2026

Next review due by: August 2027



KEREM SCHOOL

(This policy also applies to the Early Years Foundation Stage)

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 written on plans.
- Lessons have a clear introduction and plenary.
- The lesson sets high but attainable standards to reflect the teachers' high expectations.
- More Able and Talented 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.
- Teachers will promote a positive behaviour, work and attitude ethos by setting a good example and positive reinforcement.
- Children are involved in evaluating their own learning.
- Teachers are ensuring that relationships are positive and promoting 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.
- Lessons will provide as many opportunities as possible for first-hand experience and investigative work.
- Teachers 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 are used whereby children have the opportunity to be taught in whole class lessons, as part of a collaborative group, in pairs and individually.
- Children have opportunities to create, express, enact, recount and communicate with others using a variety of media.
- Teachers recognise the importance of equal opportunities, taking account of special needs, gender, race, class and physical disability.
- Teachers recognise and plan 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 displays.
- Learning takes place at an appropriate pace for each pupil.

Learning

- Pupils 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 cooperative 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 external 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 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 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 in 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 cooperative 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, iPads, cameras, video recorders, virtual reality headsets and programmable robots.

We also wish to utilise teachers' strengths and provide children with the opportunity to work 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.
- Teachers are encouraged to let the children “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 Learning Plans.
- Planning should clearly indicate teaching assistant involvement.
- Differentiated work should be clear to see on the plan.
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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, Key Stages 1 and 2 are using GL assessment for English, Maths, and Non-Verbal Reasoning. Verbal Reasoning is also tested in Key Stage 2. The assessments will be sent off for marking, and a detailed analysis will be returned. This analysis will be looked at by class teachers, subject Coordinators and the Assessment Coordinator.

Monitoring

All subjects will be monitored annually by the member of staff who has been allocated as the subject leader. This monitoring may take the form of planning overviews, book looks, lesson observations, pupil, staff or parent surveys.

Teaching and learning will also be monitored and will be done in the same way as subject monitoring, although it is more likely to be carried out by SLT. This will be done termly. This may form part of the Performance Management process of every teacher.

Oral feedback for monitoring will be given within 1 day of an observation (of teaching or books) and will be followed up by written feedback.

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 its staff – this in turn will provide excellence in learning.