

## Teaching and Learning Policy



<b>Who is this policy for?</b>	All Staff
<b>Date of this review:</b>	Mar 2022
<b>Date of next review:</b>	Mar 2024
<b>Who is responsible for monitoring and evaluating this policy?</b>	Head teacher
<b>Signed of Date:</b> Governing Body	Feb 2022

**This Policy should be read in conjunction with the following: Attendance Policy, Anti-bullying Policy, Assessment Policy, Behaviour Management Policy, Children Missing Education Policy, Curriculum Policy, Continuing Professional Development Policy, English as a Second Language, Equal Opportunity and Diversity Policy, Exclusion Policy, Homework Policy, Literacy Policy, Missing Child Policy, Performance Management Policy, Policy and Guidelines for Substitute Teachers, PSHE and Relationship Educational Policy, SEN disability Access Plan, Special Educational Needs Policy, Spiritual, Moral, Social and Cultural Development of Pupils, Staff Wellbeing Policy, Wellbeing Policy and 14-19 policy.**

### Introduction

At Side by Side we believe in the concept of lifelong learning and that children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. We therefore provide a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential. We aim to identify each pupil's preferred learning style and to take account of this in our planning.

### Aims

Through our teaching we aim to:

- enable pupils to become confident, resourceful, enquiring and independent learners;
- foster pupil's self-esteem and help them build positive relationships with other people;
- develop pupil's self-respect and encourage pupils to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to actively promote British Values and positive attitudes towards other people;
- deepen their knowledge, understanding and practices of Yiddishkeit (Judaism) which is embedded in all teaching and learning throughout the day;
- enable pupils to understand their community and help them feel valued as part of this community;
- help pupils grow into reliable, independent and positive citizens.
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### Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that best suit them. We have high expectations of our pupils and expect them to make progress.

We offer opportunities for pupils to learn in different ways. These include:

- **investigation and problem solving;**
- **group work;**
- **independent work;**
- **whole-class work;**
- **asking and answering questions;**
- **use of the computer;**
- **creative activities;**
- **role-play;**
- **designing and making things;**
- **participation in athletic or physical activity.**

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

### **Learning Environment**

We want our classrooms to be:

- welcoming and attractive learning environments.
- safe and friendly.
- have displays that are regularly changed.
- reflect the pupil's current work and celebrate achievement.
- have learning and working walls.
- demonstrate progression levels.
- have a stimulating environment that sets the climate for learning.

### **Effective Teaching**

When teaching we focus on motivating pupils and building on their identified skills, knowledge and understanding.

We base our teaching on our knowledge of a pupil's level of attainment. Our prime focus is to develop further the knowledge and skills of the pupils. We strive to ensure that all tasks set are appropriate to each pupil's level of ability. We have high expectations of all pupils, and we believe that our role is to ensure an individual's work is of the highest possible personal standard.

We set academic targets for pupils in each academic year through our curriculum planning process and the pupil's Individual Educational Plan (IEP). We share these targets with the pupil and their parents and review the progress of each pupil at the end of the academic year and set revised targets. In addition, we will review progress at the pupil's annual review as well as teacher progress reviews throughout the year.

We plan our lessons with clear learning objectives using the EYFS, pre - NC and NC as a framework. Additionally, we have developed our own Kodesh curriculum with different levels, enabling us to differentiate so our pupils are taught at the appropriate levels and progress can be assessed.

We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual pupils and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

We ask every teacher and staff member to:

- make a special effort to establish good working relationships with all pupils in the class.
- treat all pupils with kindness and respect.
- treat all pupils fairly and give them equal opportunity to take part in class activities.
- follow the relevant school policy with regard to discipline and classroom management.
- set and agree with pupils the class code of conduct.
- praise pupils for their efforts and, in doing so build positive attitudes towards school and learning
- insist on good order and behaviour at all times.
- follow the guidelines for consequences and resolutions (as set out in the behaviour management policy), when pupils misbehave
- ensure that all tasks and activities that the pupils do are safe.

We require all pupils to comply with these expectations to promote the best learning opportunities for all.

As part of staff supervision with their line manager, staff are encouraged to reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

### **Evidence of Teaching and Learning**

It is vital that there is clear evidence of the teaching and learning for each individual pupil as well as the teachers own medium and short term planning and evaluations. This should clearly link with the Assessment for Learning policy and will include the pupils written work, photographic evidence, staff records etc.

It is the teachers' responsibility to plan and record their lessons whilst referencing their medium term plans, have clear learning intentions and link with the pupil's IEPs where relevant. These will then be evaluated regularly to monitor the pupil's progress. We use this evidence and assessment to guide future learning.