

THE CROSSWAYS SCHOOLS

LEARNING AND TEACHING POLICY

Rationale

At The Crossways Schools we believe that learning is a life-long process and that we all learn new things every day in different ways. Learning should be a rewarding and enjoyable experience for everyone.

Our vision for the Federation is:

- Crossways children will be confident and aspirational individuals who light up the room by living the values of the school

Our values are: Respect, Compassion, Creativity, Independence, Self Belief, Resolve, Collaboration

Aims and objectives

- To provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.
- To enable children to become confident, resourceful, enquiring and independent learners.
- To foster children's self-esteem and help them build positive relationships with other people.
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- To show respect for all cultures and, in so doing, to promote positive attitudes towards other people.
- To enable children to understand their community and help them feel valued as part of this community.
- To help children grow into reliable, independent and positive citizens who are able to make informed choices.

Guidelines

1 For Effective Learning

- We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them (Seven multiple intelligences- linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective). We take into account these different forms of intelligence and learning styles when planning learning and teaching.
- Effective learning takes place when:
 - Learning is fun, meaningful and stimulating.
 - There is a positive environment where learning is valued and there is room for self-reflection.
 - Learning involves respect for all members of our school community, listening to and learning from each other.

- Learning involves the ability to think creatively and critically and not be afraid of making mistakes or challenging the opinion of others.
 - Learning involves being responsive to questioning.
 - Learning is collaborative.
 - Learning builds on children's knowledge and previous learning.
- Opportunities for children to learn in different ways include:
 - play
 - outdoor learning
 - use of technology
 - investigation and problem solving
 - research and finding out
 - group work
 - paired work
 - independent work
 - whole class work
 - fieldwork and visits to places of educational interest/visitors
 - creative activities
 - responding to visual and audio materials
 - debates, role-plays and oral presentations
 - designing and making for a purpose
 - participation in dynamic or physical activity, including team collaboration
 - We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, plan their learning and reflect on how they learn. In order to achieve this, we encourage the children to self-assess and reflect upon their learning outcomes. We will provide children with opportunities to review their work in light of written and/or verbal comments by the teaching staff, in line with the schools' marking and feedback policy.

2 For Effective teaching

- The staff at The Crossways Schools use the main principles of accelerated learning and other research within the learning and teaching in their classes. We:
 - ensure the classroom provides an appropriate learning environment
 - give children the big picture
 - connect to past learning/experiences
 - set learning outcomes and success criteria
 - use visual, auditory, reading, kinaesthetic teaching styles
 - ensure the children are actively engaged
 - provide the children with varied opportunities for talk
 - recognise the multiple intelligences
 - ensure opportunities for reflection and review (linked back to learning outcomes and success criteria) are included within the lesson
- We will reduce the barriers to learning by:
 - giving children sufficient time to complete a task
 - ensuring there is an appropriate working atmosphere for the activity and that distractions are kept to a minimum
 - supporting children who have feelings of anxiety towards areas of school life
 - supporting individuals with specific learning needs

- There is an atmosphere of trust and respect across the Federation.
- Higher order questioning is used to engage the children, check their understanding and give opportunities for clarification. Teachers will ensure that open and closed questioning is used appropriately, and that suitable questions are directed at all children.
- We focus on motivating and challenging the children and building on their skills.
- We use the school curriculum plans and our assessment to guide our teaching and plan our lessons collaboratively with clear learning objectives using the EYFS Curriculum, National Curriculum and the Crossways Creative Curriculum key skills. The 'heart of the lesson' or WALT (We Are Learning To) learning objectives are communicated to the children.
- We give children regular verbal and written feedback. This includes positive comments and next steps to improve their learning.
- All staff follow school policies with regard to safeguarding, equal opportunities and behaviour. The children are involved in establishing a class code of conduct.
- We have high expectations and, through the embedding of the school values, expect children to contribute towards a positive learning environment and aim to work to their highest possible standard.
- We praise children for their efforts and help to build positive attitudes towards school and learning in general.
- We expect and encourage high standards of behaviour at all times, which reflect the schools' values.
- We ensure that all tasks and activities are safe for the children at all times.
- Teaching Assistants work effectively with individual children and groups, assist with the preparation and management of resources, interventions and assessments and contribute to the progress of the children.
- Our classrooms and outdoor areas are attractive learning environments. We change displays to reflect the Crossways Creative Curriculum topics and concepts studied by the children.
- Through continuing professional development teachers reflect on their strengths and weaknesses, and strive for continual improvement and development.

3 The role of governors

Our governors support, monitor and review the schools' policies by::

- supporting the use of appropriate teaching strategies by allocating resources effectively
- ensuring that the school buildings and premises are best used to support successful teaching and learning

- monitoring teaching strategies in the light of health and safety regulations
- ensuring that staff development and performance management policies promote good quality teaching
- monitoring the effectiveness of school learning and teaching policies in terms of raising pupil attainment and the School Development Plan through the schools' self-review processes. (These include the termly headteacher's report to governors, the work of the PD committee, other reports to governors and involvement in the curriculum teams' work.)

4 Parental Involvement

Parents/ carers have a fundamental role to play in helping children to learn. We inform parents/carers about what and how their children are learning by:

- providing further information to parents/carers about the curriculum or class strategies for learning and teaching through 'Meet the Teacher' and parent information evenings/workshops
- providing information to parents/carers at the start of each term in which we outline the topics that the children will be studying during that term at school
- explaining the progress made by each child and indicate how the child can improve further by sending annual reports and holding parents' evenings
- explaining to parents/carers how they can support their children with home learning
- involving parents/carers in setting and reviewing pupil targets within IEP's/ IPP's
- reporting results from compulsory national assessments
- providing a range of information on the Federation website

Parents/carers have a responsibility to support their children and the school in implementing school policies. We actively encourage parents/carers to:

- sign the Home/School Agreement
- promote positive attitudes towards school and learning in general
- encourage children's independence and maturity
- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school
- support children's learning at home
- help in classes and accompany school visits wherever possible
- attend school performances and events

To be read in conjunction with the following documents:

- Curriculum Policy
- Behaviour Policy
- SEN&D Policy
- Marking and Feedback Policy

Date written: July 2019

By: All staff

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