



## **SANDON JMI SCHOOL**

# **Teaching and Learning Policy Statement**

**At Sandon School we believe that children learn more effectively when: -**

- 1. Classrooms are well organised, safe and conducive to learning**
- 2. The ethos in the classroom is to work hard and do your best**
- 3. There is a variety of good quality resources**
- 4. Work is planned to meet all children's needs**
- 5. Teachers use clear instructions and ensure that children understand what is required of them**
- 6. Teachers use a variety of teaching methods and styles and a variety of assessment tools, such as Afl, to ensure pupils are targeted correctly**
- 7. Clear feedback is given to the children**
- 8. All adults in the school form positive relationships with the children**

### **1. Classrooms are well organised, safe and conducive to learning**

**At Sandon School you will see: -**

- Children working individually, in compatible, flexible groups – by age ability and friendship.
- Equipment stored and used safely
- Whole class teaching, individual and group teaching
- A stimulating classroom with displays which celebrate achievements and encourage further learning.

## **2. The ethos in the classroom is to work hard and do your best**

**At Sandon School you will see: -**

- Children are stimulated and interested in what they are learning
- Expectations of the children are high
- Children encouraged to take pride in their work
- Children working independently and helping each other where appropriate
- Children respect the work of others
- Children take pride in shared success
- Children make a positive contribution to the life of the school (charity sales, fund raising, helping others etc.)

## **3. There is a variety of good quality resources**

**At Sandon School you will see: -**

- Good quality tools and equipment
- Resources readily available that children can access themselves
- A range of resources available.
- ICT used to support learning
- Well informed Classroom assistants with clear objectives
- Children taught to respect and use resources safely and effectively

## **4. Work is planned to meet all children's needs**

**At Sandon School you will see: -**

- Lessons planned to ensure progression
- Work differentiated to meet all children's needs
- Planned activities which are suitably challenging and achievable within the time set

- Any prior knowledge of the children acknowledged
- Good preparation of resources and use of classroom assistants
- Opportunities are planned for assessment of children
- Opportunities are planned to practise and repeat basic skills

**5. Teachers use clear instructions and ensure that children understand what is required of them**

**At Sandon School you will see: -**

- Clear learning objectives communicated to the children
- Children understanding what they are doing and why they are doing it
- Teachers and other adults giving well organised and clear instructions
- Good subject knowledge from teachers
- Activities and tasks which are correctly pitched to match ability and to achieve objectives set

**6. Teachers use a variety of teaching methods and styles**

**At Sandon School you will see: -**

- A variety of teaching styles and approaches (exposition, explanation, demonstration, modelling, discussion)
- Flexibility for the teacher to adapt or change to meet the children's needs
- Organisation of space, method etc. to provide different learning conditions
- A variety of questions to challenge

**7. Clear feedback is given to the children**

**At Sandon School you will see: -**

- Feedback is given to groups or individuals where possible
- Work is valued and praised
- Where possible, adult support is provided for those children who need extra help or extension activities.
- Targets set for individuals and/or groups of children as a result of AfL

**8. All adults in the school form positive relationships with the children**

**At Sandon School you will see: -**

- Consistency of adults in dealing with misdemeanours and mistakes
- Classroom rules in place concerning different lessons/approaches
- Children comfortable in asking for help/advice when they need it
- Children understanding and adhering to acceptable behaviour within the school
- Adults and children ready to listen to each other and value each other.

September 2002

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