



## Tuxford Family Collaboration Teaching and Learning Policy May 2012

### **Family Vision**

*By working together effectively in a partnership of equals the Tuxford Family Collaboration will develop a sense of shared identity and common purpose with a vision for improving the attainment, achievement and progression of all young people and ensuring their wellbeing within our collaborated schools.*

The Tuxford Family Collaboration will:

- Support and develop leadership at all levels.
- Develop and sustain an inclusive curriculum through quality first teaching and learning.
- Impact on attainment and achievement of all our pupils through the sharing of data systems, procedures, improvement strategies and policies.
- Through extended services deliver the ECM agenda through access to a wide ranging programme of service and activities for our community.
- Benefit from economies of scale.

This will be done because in this collaboration the children and their education matter more than anything else. Together we will ensure every child has the very best possible education.

### **Rationale**

Our collaboration of schools, through this teaching and learning policy, aim to develop the enjoyment of and commitment to learning. At the core of this

develop their confidence in their capacity to learn and work independently and collaboratively. We want to equip all the children with the essential learning skills in literacy, numeracy and ICT as well as across a broader range of subjects. We believe it is vital to promote an enquiring mind and the capacity to think for themselves in a fear free environment thus enabling pupils to respond positively to opportunities, challenges and responsibilities and to be aware of and cope with risk, change and adversity.

### **Aims**

- To provide all staff with a framework for the highest quality teaching and learning in order to inspire all children to learn and achieve to the best of their ability.
- All of our schools aim to be learning communities where adults and children alike recognise and value the right of every individual to learn, and progress to their maximum potential.

### **Objectives**

- To provide an inclusive education within a culture of high expectation.
- Build on what pupils already know, providing lessons with structure and pace so that students know what is to be learnt, how and why.
- Develop understanding through enquiry, creativity, e- learning and group and individual problem solving.
- Make learning enjoyable and challenging by matching teaching techniques and strategies to a range of learning styles.
- Build learning skills across the curriculum.
- Promote assessment for learning to ensure that children are partners in their own learning.

## Effective Teaching

- Lessons are to be focused and well structured so that pupils are clear about what is to be learned and how this links to what they already know.
- Teachers should actively engage all pupils in their learning.
- Teachers should develop pupils' learning skills so they become effective independent learners.
- Assessment for learning should be used to allow pupils to reflect on what they already know, reinforce the learning being developed and set targets for the future.
- Teachers should set high expectations of the effort that pupils make and what they can achieve.
- Teachers should make the learning motivating by well-paced teaching using stimulating activities matched to a range of learning styles.
- Teachers should create a settled and purposeful atmosphere that promotes high quality learning.
- Lessons should have clear learning objectives that are differentiated and shared.
- Lessons with pace and challenge should exist for all pupils.
- The classroom should be a safe learning environment where pupils are allowed to make mistakes and still maintain their self-esteem.
- Teachers should use a variety of strategies and resources to engage pupils with different learning styles (SEE APPENDIX 1).
- Learning should be reviewed at regular points during the lesson.
- Resources should be used effectively; e.g. other adults, ICT etc.

## Learning

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

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;

- independent work;
- whole-class work;
- asking and answering questions;
- fieldwork and visits to places of educational interest;
- creative activities;
- the use of a variety of media including video, ICT and audio equipment;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity;
- taking the opportunity when local items of interest occur, to follow these up with field work in a spontaneous way, when ever possible.

All staff are aware that other important factors affect the way children learn. These include:

**Variables which may affect learning include**

- Learning styles
- Teaching strategies
- Cognitive strategies
- Social skills and behaviour
- Mentoring and coaching
- Feedback recognition and reinforcement
- Prior knowledge
- Health and diet
- Intrinsic motivation

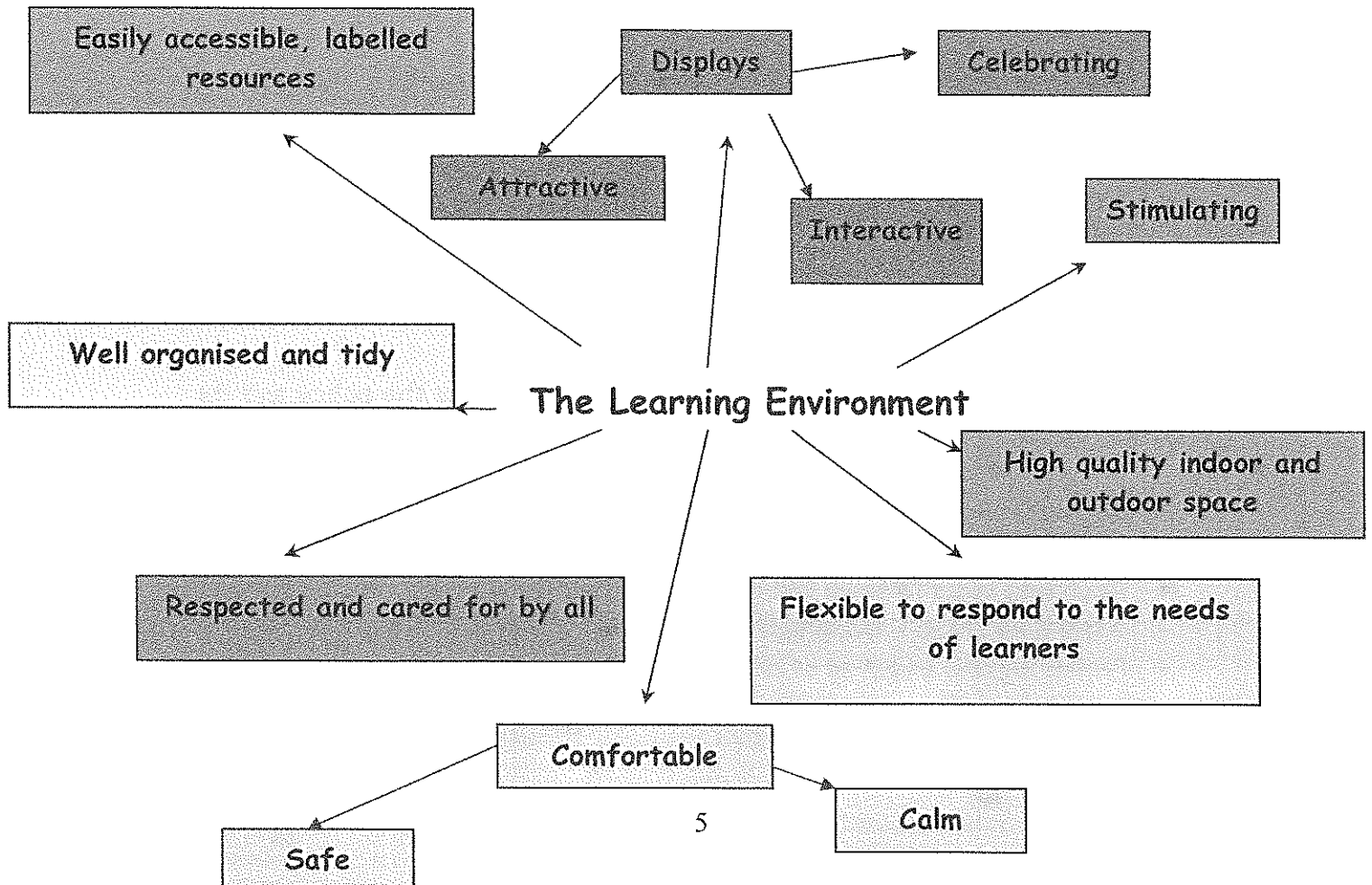
- Access to appropriate resources including ICT

### Multiple intelligences

We recognise that all children are differently intelligent in a variety of ways; these multiple intelligences are listed below;

- Verbal linguistic; all aspects of written and spoken language
- Logical mathematical; numbers reasoning/ recognition of pattern
- Bodily, kinesthetic; physical movement, motor skills, co-ordination
- Musical rhythmical; recognition of musical patterns, rhythm and sound
- Visual/spatial; internal mental images, pictures maps networks
- Intrapersonal; self reflection meta-cognition (thinking about thinking) spirituality.
- Naturalistic; appreciation, understanding of flora and fauna etc.

### The Learning Environment



## **Roles and Responsibilities**

### **Pupils**

We encourage children 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. All adults in school should enable the pupils to do this.

### **Parents**

The school recognizes that parents are the first educators of their children and will seek to work in partnership with them at all times. Parents will be:

- Invited to school for special occasions.
- Encouraged and welcomed to support their child's learning in the classroom.
- Encouraged to offer additional activities for the children such as clubs and extra curricular activities.
- Offered appropriate and reasonable access to teachers and support staff, to discuss their child's progress.
- Expected to support their children's learning through signing the home school agreement

### **Governing Body**

It is the role of the governing body to monitor and review the policy and its practice through:

- Regular visits to school.
- Summary reports to the governing body.
- Receiving reports from the Head Teacher.
- Attending INSET training if appropriate.
- Promoting and ensuring at all time, equal opportunities.

## **Equal Opportunities and Inclusion**

Care will be taken to ensure that the teaching and learning reflects and respects the cultural, social, ethnic, linguistic and sexual diversity of the wider community and that we actively promote equality of access for all pupils.

## DIFFERENTIATION: PRACTICAL MODELS

1. Differentiation by task. (Children either as individuals or groups will be given different tasks based on prior attainment).
2. Differentiation by outcome. (Children will be working on the same task following a common stimulus, but the teacher will have a range of expectation based on previous learning and will make individual comments to children based on the outcomes for that activity).
3. Differentiation by support. (Children will work on a common task but a group or an individual will receive additional support from the class teacher or another adult who may use a variety of techniques to aid the children in that task).
4. Differentiation by resources. (Children will be set a common task, but will be given different resources which may extend or support them).
5. Differentiation by input. (Children will be given a particular task but whereas some children are set directly to the task, others have it broken down into small manageable steps and are able to seek teacher advice at the end of each step).
6. Differentiation by grouping. (Children will have a common task to complete but some or all are grouped in a way that would enable them to achieve success).
7. Differentiation by extension. (Children will be set a common task but a group or individual will receive additional challenge by way of an extension to the task).
8. Differentiation by information. (Children will be set a common task but will be given different information or different amounts of information which may extend or support them).
9. Differentiation by role. (Children will undertake a joint task but individuals will be given separate roles in achieving the task).
10. Differentiation by recording. (Children will be set a common task but there will be different recording demands according to the prior attainment of children).
11. Differentiation by pace. (Children will be given a common task but the time allocated for completion of the task is based on prior attainment).

## *Appendix 2*



## Pedagogical approaches

<b>Modelling</b>	Teacher demonstrates both process & internal dialogue that learner might go through
<b>Direct Instruction</b>	Teacher explains & demonstrates how something works, or how to carry out a process, giving instructions to prompt or inform next steps in child's learning
<b>Dialogue &amp; discussion</b>	Teacher plans opportunities for focussed talk, develops an understanding of children's thought processes & ideas
<b>Problem solving</b>	Teacher plans opportunities for children to apply their learning, pose further questions & develop & test hypotheses
<b>Apprenticeship</b>	Teacher plans opportunities to learn alongside another 'expert' learner (child or teacher)
<b>Practising &amp; rehearsing</b>	Teacher allows opportunities to repeat learned facts or skills to develop automatic recall or to internalise the process
<b>Questioning</b>	Teacher uses questions to identify prior learning, to scaffold understanding & extend thinking for learning in order to create new meaning
<b>Self-directed learning</b>	Teacher plans opportunities for children to decide what and/or how they learn
<b>Use of symbols, images &amp; models</b>	Teacher plans opportunities for visualization & representation to secure & aid understanding
<b>Inductive learning/enquiry</b>	Teacher plans opportunities for pupils to sort, classify & re-sort data to begin to make hypotheses that can be tested in future work
<b>Tutoring</b>	Teacher addresses errors at point of misconception, supports child in articulating their thoughts as they learn (can occur in formal & separate tutoring sessions or as individual support to children during independent work)
<b>Scaffolding</b>	Teacher plans opportunities that consciously use child's existing knowledge, skills or understanding as a starting point, recognising what they will be able to achieve with help-, & help them move to that point

