

AIM HIGH

TEACHING and LEARNING POLICY



Introduction

At Aim High we believe in the concept of lifelong learning and the idea that both adults and children can learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Vision

Aspire to be the best
Inspire by example
Make a positive contribution

Have respect for all
Insist on equality of opportunity
Grow and develop with confidence
High achievement and enjoyment

Our vision for Aim High Primary Academies is to create a happy, caring environment in which everyone feels secure and valued; where all will find satisfaction and pleasure in their work and play; and where a thirst for, and enjoyment of, learning for everyone is promoted.

In doing this we will create an environment where, given the right opportunities, there will be no limit to a child's potential. We will promote justice, equality and fairness in all areas of our academy life so that all children can achieve.

Effective learning

We recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence and the learning styles that people can have when planning teaching and learning styles.

Summary of Key Principles

The policy incorporates these key principles:

- Tangible and real life experiential learning opportunities are integral to topic curriculum teaching approach.
- Investigative and child based questioning is central to our approach.
- Integrated teaching uses context links in maths and English to enhance the topic.
- Maths and English skills are reinforced, exploited and practised throughout the topic based curriculum.
- Our statutory curriculum is enhanced with a broad range of fun, exciting and stimulating supplementary opportunities encompassing our ethos and values.
- Maths and English Teaching and Learning is on a continual journey of improvement through a reflective, evaluative and theory based approach.
- Growth mind-set principles are central to our belief that all children can achieve.
- Detailed data analysis is used to inform teaching and steer monitoring to ensure all groups of pupils get the highest possible standards of teaching and learning.

Evidence of Teaching and Learning Key Principles

Key Principle - Tangible and real life experiential learning opportunities are integral to topic curriculum teaching approach.

- Children are entitled to a visit or visitor each term (where possible) which stimulates topic content and engages their interests and motivates them.
- Children have a 'Wow' moment to kick-start a topic. Ideas are created and shared from this, thus teaching is centred around their interests as well as curriculum content.
- Cultural and outdoor adventure residential visits, both within England and overseas, are on offer to all children.

Key Principle - Investigative and child based questioning is central to our approach.

- Creative teaching leads to creative learning.
- Foster an inquisitive, investigative, probing and inquiring mind in children.
- Lessons are fun, interesting, relevant and exciting.
- Children strive to learn more.

Key Principle - Integrated teaching uses context links in maths and English to enhance the topic.

- Planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting children's spiritual, moral, social and cultural development.
- Meaningful purpose promotes engagement and higher outcomes for all pupils.
- Topic knowledge is reinforced in maths and English, as well as providing stimulating content in which to base further learning from.

Key Principle - Maths and English skills are reinforced, exploited and practised throughout the topic based curriculum.

- High expectations ensure children apply skills and demonstrate their ability throughout school.

Key Principle - Our statutory curriculum is enhanced with a broad range of fun, exciting and stimulating supplementary opportunities encompassing our ethos and values.

- Foster behaviour, which enables children to have respect for themselves and others, to act responsibly with an awareness of boundaries and be able to resolve conflict through dialogue.
- Value the opinions of everyone, offering support to all staff and maintaining a consistent approach in an atmosphere of trust and mutual respect.
- We encourage development of relationships which are based on openness, trust, tolerance, honesty and understanding in order to develop everyone's self-esteem and confidence.
- Develop a positive relationship with parents to endeavour to strengthen our links with the community and increase our awareness of global issues.

Key Principle - Maths and English Teaching and Learning is on a continual journey of improvement through a reflective, evaluative and theory based approach.

- Effective teaching is always focused and specific with clearly defined success criteria and outcomes.
- Provide a framework for professional support for all staff (peer observation, teacher research groups, collaborative study, mentoring, secondment, CPD, networking, trust partnerships).
- Planning engages the thought process of teaching ensuring well considered modelling drawing attention to particular teaching points and key knowledge, skills and understanding.
- Teachers follow the agreed policies for all subject areas (see additional policies).

Key Principle - Growth mind-set principles are central to our belief that all children can achieve.

- All children see themselves as equal and understand that hard work and effort will increase their intelligence and abilities.
- Ensure that each child becomes independent in their attitude and ability to learn and not be afraid to make mistakes, but also understands the value of mistakes in their learning process.
- Self and Peer assessment is central to children reflecting on their own learning and developing independence and resilience.
- Promote a positive message about learning in general.

Key Principle - Detailed data analysis is used to inform teaching and steer monitoring to ensure all groups of pupils get the highest possible standards of teaching and learning.

- Match provision to need, using our resources and teaching styles effectively.
- Continually monitor and evaluate the success of our work as a school staff.
- Children use frequent, detailed and diagnostic feedback from staff, both verbal and written, to improve their learning.
- New learning is built upon solid foundations with deep conceptual understanding.
- Monitoring cycle is in place which utilises key assessment information. For example, sampling children for book scrutiny or pupil voice who require accelerated progress, pupil progress

meetings, tracking children within observation to determine rate of progress and effectiveness of teaching to close gaps (gender, PP and SEN).

- Teachers' Standards are used for performance management and appraisal to ensure the highest outcomes for pupils.

Links

Our policy for teaching and learning is supported by a statement of provision for each curriculum area and for key areas of provision within the school, as well as other provision related policies such as SEND, assessment, marking and feedback, behaviour and accessibility plan.

N. Burn (Multi Academy Improvement Lead – Director of Teaching and Learning)
Written December 2016