

Learning and Teaching Policy

Ethos

At Studlands Rise First School we believe that learning and teaching is the purpose of our school. It is the method through which we offer our broad, balanced curriculum which meets the requirements of the Revised Early Years Foundation Stage Framework, National Curriculum, Primary Framework and Religious Education and Worship requirements. In addition to the statutory curriculum we also believe that children develop through pursuing their own interests and as such we offer a variety of out of school hours learning.

At Studlands Rise First School we believe that learning is best when:

- **Children are happy, interested, enthusiastic and motivated, so you see ...**
 - Children on task
 - Children taking part in discussion
 - Children asking and answering questions
 - Children contributing to topics by bringing things from home and independent research
 - Children aware of, and responding to, their environment
 - Children engaged in collaborative activities
 - Children keen to complete their tasks
 - Children proud to share their achievements
 - Staff using positive and enthusiastic language with the children
- **Children are challenged, so you see ...**
 - Children engaged in differentiated tasks
 - Children taking time to think
 - Children engaged in problem solving tasks
 - Children responding to open ended tasks across the curriculum
 - Children involved in structured play activities which extend their thinking, imagination and vocabulary
 - Children extending and improving their original work through self-evaluation, redrafting and further work
 - Children working towards their targets
- **Children form positive relationships with adults and their peers, so you see ...**
 - Children and adults enjoying each other's company
 - Children and adults showing each other mutual respect
 - Children approaching adults confidently
 - Children asking each other for help
 - Children helping and encouraging each other
 - Children understanding and accepting the need for appropriate behaviour
 - Children working with adults and each other to establish rules and targets
 - Children able to work in collaboration with each other and adults

Headteacher · Miss A Doke

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- **Children are actively involved in their learning and have first-hand experiences, so you see ...**
 - Children enjoying their learning
 - Children involved in setting their own targets
 - Children developing their own learning styles
 - Children learning from first hand experiences and practical tasks
 - Children using their senses to support their learning
 - Children keen to ask and answer questions, to be inquisitive and self-motivated
 - Children eager to communicate about what they have been doing and learning
 - Children engaged in collaborative work
- **Children are encouraged to 'have a go' and see making mistakes as part of the learning process, so you see ...**
 - Children having the confidence to 'have a go'
 - Children persevering and doing as much as they can
 - Children knowing what strategies to use when they are 'stuck'
 - Children's self-esteem being boosted
- **Children are encouraged to be independent learners, so you see ...**
 - Children on task and able to articulate what they are doing
 - Children having opportunities to plan and direct their own learning
 - Children having opportunities to assess and evaluate their own learning and that of others
 - Children freely accessing clearly labelled resources
 - Children solving problems
 - Children showing initiative and taking responsibility
 - Children developing research skills
 - Children organising their equipment and work
- **Lessons are well structured and delivered, so you see ...**
 - Children aware of learning objectives
 - Children building on what they have already learned
 - Children knowing what to do and what is expected of them
 - Children engaged in appropriately differentiated activities
 - Children developing their knowledge and understanding
 - Children developing and applying new skills
 - Children working at a good pace
 - Children making good progress and being motivated by their achievements

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- **Children feel happy in a safe, secure and stimulating environment, so you see ...**
 - Children who are confident and happy
 - Children being encouraged to follow the school rules
 - Children aware of safety issues
 - Children working safely in a calm, supportive working atmosphere
 - Children's work displayed attractively
- **Children have a sense of ownership, so you see ...**
 - Children caring for their environment and respecting each other's property
 - Children making decisions about their learning
 - Children actively involved in the work of the School Council and Eco Squad
- **Work is valued, so you see ...**
 - Happy, caring children regardless of their age, race, gender or ability
 - Children actively involved in their own learning
 - All children's work valued
 - Children and adults celebrating their achievements

At Studlands Rise First School we believe that teaching is best when:

- **Teachers have a good subject knowledge, so you see ...**
 - Confident, appropriately trained staff who can inspire and motivate pupils
 - Staff providing clear explanations using correct vocabulary
 - Staff able to respond perceptively to children's questions
 - 'Experts' visiting the school to further children's and staff's knowledge
 - Staff making good use of appropriate resources
 - Children's activities appropriately differentiated
 - Effective marking
 - Regular monitoring of all subject areas
 - Staff attending courses to widen their knowledge on areas of specific needs and feeding back to each other
 - Staff meetings and INSET which develop expertise and provide opportunities for staff to discuss ideas with each other
 - Subject Leaders leading meetings to develop staff knowledge and supporting colleagues as required

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- **There is effective planning incorporating assessment, which informs future planning, so you see ...**
 - Short term plans with clear learning objectives, differentiated activities, assessment opportunities and use of resources
 - Long term, medium term and short term planning which meet the requirements of the Revised Early Years Foundation Stage Framework and the National Curriculum
 - Planning informed by evaluation and assessment
- **Teachers equip children with the basic skills they need to learn, so you see ...**
 - Appropriately trained staff
 - Teachers setting children 'specific, measurable, achievable, realistic, time-related' (SMART) targets which are differentiated to meet children's needs
 - Teachers taking account of equal opportunities when planning for their class
- **Teachers use a range of teaching methods and strategies, so you see ...**
 - Differentiated activities
 - Explanation/demonstration/modelling by staff
 - Interactive discussion and debate
 - Targeted questioning which guides, explores and challenges
 - Opportunities for children to engage in practical activities, investigations and problem solving
 - Opportunities for children to use ICT
 - Opportunities for children to use and apply, practice and reinforce skills
 - Visual, auditory and kinaesthetic approaches being used
 - A balance of whole class, group and individual teaching
 - Children working in mixed ability and ability groups
 - Children encouraged to work independently
 - Children working individually, in pairs and collaboratively
 - A stimulating environment with interactive displays which value and celebrate achievement and which are well organised with clearly labelled, accessible resources
- **Good use is made of time and resources (including additional adults), so you see ...**
 - Staff making the learning objectives clear to the children
 - Lessons well-structured to include adult-child interaction, task and extension and plenary/reflection
 - Staff making good use of appropriate resources which engage children's interest and support their learning
 - Teaching assistants and other adults who are well-informed and have clear objectives
 - A well organised school library
 - Subject Leaders organising and reviewing resources for their subject areas
 - Staff aware of the location of resources for specific subject areas
 - Published resources which inform teaching and planning across the curriculum
 - Staff having access to a range of media to enable them to produce high quality teaching aids
 - Staff having access to consumable resources

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- **Teachers have a good understanding of children’s individual needs, so you see ...**
 - Staff assessing children’s individual abilities and progress
 - Staff responding to the children’s individual needs taking account of race, gender, equal opportunities and ability
 - Differentiated work
 - Children engaged in tasks which will consolidate and extend their learning
 - Children aware of their targets
 - Staff recapping at the start of the lesson to assess what children already know
 - Staff using the plenary to assess what children have learned and whether the lesson objectives have been achieved
 - Staff giving the children verbal and written feedback focusing on the positive and areas for development
 - Staff providing encouragement, challenge and praise
 - Children being encouraged to evaluate their own work and think of ways of improving it
 - Assessment being used to inform planning
 - Teachers identifying children’s specific difficulties and then consulting with the Inclusion Co-Ordinator (INCO) with regard to how individual needs can be met
 - Opportunities for parents to discuss their child’s progress with the teacher and other professionals as appropriate

- **They manage pupils well using a variety of behaviour management techniques, so you see ...**
 - Class rules displayed throughout the school
 - Children and adults aware of each other’s needs
 - A calm, supportive working environment
 - A range of strategies for behaviour being used
 - Negative behaviour not being tolerated, and being addressed
 - Positive behaviour being rewarded and being reinforced
 - Parents/carers being informed/involved, as appropriate, in their child’s behaviour management
 - Staff receiving training in dealing with children’s behaviour
 - Staff teams meeting to discuss consistent ways of addressing children’s behaviour

- **Misconceptions are addressed in a positive manner, so you see ...**
 - Children confident to try and not afraid of making mistakes
 - Staff addressing children’s misconceptions sensitively
 - Staff using children’s misconceptions as teaching points
 - Staff actively building children’s self-esteem
 - Children having opportunities to evaluate and correct/improve their work

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- **Adults have high expectations of children, so you see ...**
 - Teachers setting challenging SMART targets for children
 - Children being aware of their targets and expectations
 - Lesson content which challenges children's thinking and deepens their knowledge and understanding
 - Use of differentiated extension tasks
 - Praise and encouragement for children's achievements, both written and verbal
 - Effective marking noting strengths and areas for development
- **Teachers are motivated and enthusiastic, being well supported by each other, the Headteacher, Governors, parents/carers and the community, so you see ...**
 - Monitoring by the Headteacher, Senior Leadership Team (SLT) and subject leaders giving positive and constructive feedback
 - Paired observations
 - Joint planning
 - Staff sharing good practice
 - Parents/carers actively involved in and supporting the work of the school
 - Governors visiting the school for a variety of reasons
 - Governors acting as a critical friend to the Headteacher and staff
 - Governors increasing their knowledge of, and expertise in, education and the curriculum
 - INSET which addresses staff's needs
 - Members of the community supporting and being involved in the life of the school

Linked Documents

- Curriculum policies
- Equal opportunities policy

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