



William Penn Teaching and Learning Policy

Values and Aims:

'Living, Laughing and Learning Together'

At William Penn, we believe that every member of the school community is a 'teacher' and a 'learner'. Our Teaching and Learning Policy reflects this and sets out how 'we' all should experience and recognise a high standard of teaching and learning.

We aim for our Teaching and Learning Policy to reflect the key values of our school. These include the way that we respect each member of the school community and value the rights and responsibilities of each individual. We are a school with a Quaker foundation, characterised by a caring ethos which places importance on honesty, integrity, reflection, equality, peace, friendship and simplicity. We strive for high standards and challenge ourselves to further our own learning and understanding throughout the journey of life.

We learn best when.....

- **We feel happy, safe, valued and respected**
- **We belong to a whole school community that works, plays and has fun together**
- **We have a stimulating and supportive learning environment which promotes independence and a safe and healthy lifestyle**
- **Careful planning provides relevant, memorable and exciting learning opportunities which challenge and motivate**
- **A range of teaching strategies meet our learning styles and needs**
- **We are active and there are opportunities for challenge, innovation and adventure**
- **We understand how to learn and are able to evaluate our progress and our success**

How will we know that this is happening?

We feel happy, safe, valued and respected

- Everyone feels special, loved and cared for
- Relationships are built on trust
- Everyone is valued as an individual, their thoughts and ideas are respected and their interests are nurtured
- Expectations and routines are clear, accepted and followed
- Fairness and consideration are shown to others
- 'Mistakes' are part of the learning process
- Good role models demonstrate positive social interaction
- Achievements within school and beyond are celebrated

We belong to a whole school community that works, plays and has fun together

- Traditions and special events are celebrated together
- Communication is open and encouraged
- Everyday begins with a whole school assembly where a weekly theme is shared and reflected upon
- Contributions from the wider school community to support learning are valued
- Family helpers are valued and encouraged to participate in school life
- The active Parent Teacher Association supports and promotes school in the wider community
- Extra-curricular activities are wide ranging to extend learning

- There are close working ties between our family group, pre-schools, secondary schools and external agencies
- Governors are actively involved in the daily life of the school

We have a stimulating and supportive learning environment which promotes independence and a safe and healthy lifestyle

- The school is welcoming and child centred
- The learning environment is safe, organised, inviting and stimulating
- Quaker values are displayed in each class and referred to during our learning
- The indoor and outdoor environment is used to support and challenge learning
- Displays are interactive and support, challenge and celebrate achievement
- Classrooms are organised into learning areas
- Children independently access high quality resources which are aesthetically arranged and purposefully organised
- Children are encouraged to manage their own risk
- Children and adults make a positive contribution to developing their own environment

Careful planning provides relevant, memorable and exciting learning opportunities which challenge and motivate

- The curriculum is relevant and exciting
- Cross curricular links are made
- Planning is stage appropriate
- Work is differentiated
- Experiences relate to real life and are placed in a meaningful context
- Children are able to follow their own interests
- Children have ownership of their learning and contribute to their learning journey
- Planning takes into account prior learning
- Progression of skills is evident in planning, teaching and children's work
- Planning is flexible to ensure that the needs of the children are met
- Sudden and unplanned opportunities for learning are embraced within and beyond the classroom
- Experiences are varied and include working with experts, trips and visits and active learning themed days

A range of teaching strategies meet our learning styles and needs

- A variety of teaching strategies and learning styles suit visual, auditory and kinaesthetic learners
- Multiple intelligences are understood and inform learning choices
- Role play and drama are used to further learning
- Teaching strategies will include: direct teaching, group work, modelling, discussion, questioning and pair work
- ICT is used to support teaching and learning
- The teacher: acts as a facilitator for learning; enables children to learn by themselves or with others; explains; presents; debates; summarises and mentors
- Misconceptions are addressed
- Assessment for learning strategies are used
- Children are refocused
- Personal learning and thinking skills are taught

We are active and there are opportunities for challenge, innovation and adventure

- Play is a vehicle for teaching and learning
- We take risks in our learning
- Imagination fosters creativity
- Children have opportunities to direct and initiate their learning

- Children learn in real and relevant contexts
- Decisions and choices are made
- Children experience open ended challenges
- Independence is fostered and encouraged
- There is time for thinking and reflection
- Interactions within the learning community are purposeful
- Questions are open and challenging and lead to deeper learning
- Children ask questions to follow their own lines of enquiry
- Children have opportunities to learn through first hand experience
- Skills, knowledge and understanding are demonstrated

We understand how to learn and are able to evaluate our progress and our success

- Everyone is encouraged to be proud of their achievements
- Learners are independent, resourceful and develop self help skills
- Everyone understands their preferred learning and teaching styles and how to develop adapt and develop these to fit new circumstances
- Learning is communicated in a variety of ways
- Resilience and perseverance are encouraged
- Learning relationships are understood
- Self assessment and peer evaluation are undertaken
- Learning objectives and success criteria are used to evaluate progress
- Everyone knows when they have achieved a goal
- Everyone knows the next step in their learning
- Targets are set and reviewed together

Monitoring and Evaluation of Teaching and Learning

In our school we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of our school.

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning.

Monitoring and evaluation in our school are part of a planned process and involves a range of different people over the course of a school year.

Monitoring and Evaluation Framework

We monitor and evaluate teaching and learning through:

| Monitoring/Evaluation | Frequency | Notes |
|--------------------------------------|-------------|---|
| lesson observations | Half termly | Formal observations (planned) and informal observations |
| scrutiny of short term planning | Termly | |
| scrutiny of medium term planning | Termly | |
| scrutiny of the learning environment | Half termly | with lesson observations |
| scrutiny of pupils' work | Termly | |

Wherever possible monitoring is done by two people so that quality of monitoring is assured and accuracy of evaluation is as useful as possible.

In the summer term, the monitoring and evaluation focuses on a lesson in conjunction with the specific planning for that session as well as the pupils' work resulting from it.

All monitoring is done using established and agreed criteria which have been shared with all staff.

Individual feedback to staff is given as soon as possible after the monitoring with the aim of highlighting areas of strength and areas for discussion and development. Feedback is then collated and used as a basis for whole staff discussion and whole school improvement. These summary sheets are shared with the Governing Body.

Signed:

Date: