



Teaching and Learning Policy

Rationale

Children learn through total experience. This policy guides what children do, what teachers do, how time is managed, how classrooms organized and what the school does as a whole to create and effective, well-managed leaning environment which the individual needs of each child is met.

Aims

This policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to every pupil achieving to their full potential. The objectives will be found in the National Curriculum for England and the Curriculum Guidance for the Foundation Stage.

Learning

At Horizon we believe that children learn best when they:

- ❖ are happy.
- ❖ are active.
- ❖ are interested and motivated to learn.
- ❖ achieve success and gain approval.
- ❖ are given tasks to match their ability.
- ❖ clearly understand the task and learning objective.
- ❖ are confident, feel secure and are aware of boundaries.
- ❖ are challenged and stimulated.
- ❖ use Brain Gym® regularly.
- ❖ understand the areas in which the are 'SMART'.
- ❖ are aware of their preferred learning style.
- ❖ have constant access to water.
- ❖ are taught specific 'thinking skills'.

The Learning Environment

The learning environment will be organised to ensure that children have the opportunity to:

- ❖ work individually, I pairs, in groups and as a whole class.
- ❖ make decisions.
- ❖ work co-operatively.
- ❖ solve problems.
- ❖ be creative.
- ❖ discuss ideas.
- ❖ develop social skills.
- ❖ develop independence.
- ❖ use initiative.
- ❖ receive support.



- ❖ achieve academically to their own potential.
- ❖ learn through hands-on, multi-sensory experiences.
- ❖ use their preferred learning style and develop new learning styles.

Children will be encouraged to develop organisation skills and independence through modeling by the teacher, access to resources where appropriate, co-operation and routine tasks where children have opportunities to take a leading role.

Teaching

Teachers value all pupils irrespective of ability, race, gender, age or achievement. Teachers will:

- ❖ Plan lessons with clear objectives which are shared with the children.
- ❖ Deliver the National Curriculum/ Foundation Stage Curriculum flexibly
- ❖ Assess the children regularly and according to the assessment policy.
- ❖ Use assessments that inform future planning.
- ❖ Set achievable targets for individuals, groups and the whole class.
- ❖ Use a range of teaching styles.
- ❖ Have high expectations of all children.
- ❖ Use a range of open and closed questions.
- ❖ Provide feedback to children on their progress.
- ❖ Promote effective and positive interaction with pupils.
- ❖ Recognise and manage effectively the support of other adult in the classroom.
- ❖ Use well timed intervention to help children make good progress.
- ❖ Acknowledge the best use of contributions from parents and the community.

Differentiation and Assessment

Every lesson will be carefully planned with differentiation of tasks to suit all levels of ability. This may be achieved by:

- ❖ varying tasks.
- ❖ varying outcomes.
- ❖ varying time constraints.
- ❖ varying amount of work given.
- ❖ offering extra support extension activities.
- ❖ questioning.

Informal assessment will be ongoing, using a variety of learning style to allow each child to demonstrate what they have learnt. The timetable for formal, standardised assessment can be found in the assessment policy.

Display

Displays are not only as a way of acknowledging and valuing children's work but also as a teaching tool. They need to be:

- ❖ Attractive and stimulating.
- ❖ 2D and 3D.
- ❖ Titled and accredited.



- ❖ Well maintained with borders and backing material kept, tight, and fresh.
- ❖ Changed frequently.
- ❖ Reflect work from all abilities.

Physical organisation

All classes should have the following:

Tables arranged for:

- ❖ Ease of working.
- ❖ Flexibility.
- ❖ Purposeful discussion.
- ❖ Provision of quiet corners.
- ❖ Large working surfaces.

Chairs should normally:

- ❖ Be sufficient in number for the activities in the classroom.
- ❖ Leave enough space for children to move easily around the room.

Clearly labeled storage units will be arranged to:

- ❖ Support different areas in the curriculum.
- ❖ Support a project or activity.
- ❖ Be part of a display.
- ❖ Contain children's personal belongings.
- ❖ Ensure ease of movement.

An annual inventory of furniture and a planned programme of renewal and decoration will be done in consultation with staff and shareholders. No furniture is to be moved from classrooms with the permission of the Headteacher.

Reading Area

The reading area need to have a range of non-fiction and fiction texts. It should include books on the topic being covered. Books should reflect the diversity of culture we have in the school and have an appropriate gender mix. Teachers will include class books or books made by individuals. The area will contain a display with information relevant to the year group. It will be:

- ❖ Inviting, comfortable and attractive.
- ❖ Carpeted with cushions.
- ❖ Well lit.
- ❖ Not used as a thoroughfare.
- ❖ Tidy, organized and well labelled.

Role-Play Area (EY and KS1 only)

The role-play area provides a safe area where children can interact within a variety of settings. They can explore different use of language and vocabulary and explore different roles. It is important that the area be tidy for the start of each session so children get the most from the experience. This area will:

- ❖ Be adaptable.



- ❖ Be changed regularly.
- ❖ Be inviting.
- ❖ Be well lit.
- ❖ Be private but safe, not used as a thoroughfare.
- ❖ Include furniture that can be adapted for different purposes.
- ❖ Include costumes appropriate for the use.
- ❖ Be clearly labelled with a display/ hangings/ pictures associated.

Writing Area (EY and KS1)

The writing area gives children to explore a variety of media at their own time creatively. There will be a display/ hanging items to give suggestions to the children e.g. small books, zigzag books, letters, pictures, tracing, etc. There will be words and letters displayed that the children can recognise, read and write if they choose too. The area will include a range of writing tools e.g. small and large pencils, interesting and exciting pens, rubbers, sharpeners, staplers, tape, glue, a range of materials to write on etc. It should be kept tidy, organised and changed regularly so children have new instruments to experiment with. Children's efforts should be displayed for others to see.

Resources

Materials in all areas should be well organized, be of good quality, be clean, tidy, attractive, accessible and well labeled. Stocks should be checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment. It will not be misused, damaged or wasted. Each classroom has supplies and an inventory of appropriate equipment including computers, Maths apparatus, headphones, cassette players etc. Teachers must be able to account for the use and location of equipment. Books and other equipment represent a considerable investment of money. Relevant textbooks should be available in each classroom. Some sets of books e.g. dictionary, thesauruses and atlases are purchased for specific classes and should not be removed. The effective implementation of the National Curriculum calls for a wide range of equipment to be used. Many resources will be stored in the Resource Room or Library; these must be logged out and logged back in again when returned. The school library has a selection of books covering all curriculum and topic areas which the librarian will collect for teachers when given enough notice. A list of topic books can be accessed from the Library computer.

Classrooms will have resources well - labeled in appropriate storage containers in the classroom.

All missing, damaged or dangerous items should be reported to the Headteacher, Deputy or non-teaching co-ordinators.

Each team and specialist teachers will place an overseas order in January for the following academic year. Requests for the purchase of all other equipment should be made to the Headteacher through a written request form available from the Bursar.



Routines and rules

When we give children routines and boundaries we are helping them to feel safe and secure. As a whole school Horizon has compiled 'Golden Rules'. These are displayed in every classroom. Having clear routines and rules contributes to a healthy learning environment. To be effective rules need to be:

- ❖ clearly stated and understood by all children.
- ❖ consistently picked up on and enforced.
- ❖ fair, kept to a minimum and realistic for the children.

Achievement

Academic, social, physical and creative achievements are celebrated as an ongoing process in all aspects of school life by:

- ❖ verbal and written praise by the teacher, peers or other members of staff.
- ❖ Sharing success with the community.
- ❖ Encouragement.
- ❖ Awards such as certificates, stickers and house points.

Teachers will observe, assess and review achievements with each child on a regular basis. The children will be involved in this process through shared target setting and self-appraisal.

Classroom Management

There must be a balance of individual, group and whole class teaching. Teachers will carefully choose the style of teaching, based on multiple intelligences, to offer children a range of experiences. Early Years and Key Stage One teaching will promote multi-sensory experiences. The make up of groups will vary according to the activity - the teacher will consider gender, ability and size. There will often be several different group activities being carried out at one time. At these times the teacher will have a focus group or individual and the remainder of the children will be involved in well planned tasks that do not require teacher input. It is important that while this is in progress that the remaining children can stay on task. This can be encouraged by:

- ❖ having well organised and labeled resources.
- ❖ taking time to train children in procedures.
- ❖ having WALT and WILF clearly explained prior to independent work and displayed in the classroom.
- ❖ having a 'busy box' which instructs children to an extension activity (usually related to the main objective of the lesson).
- ❖ making children aware of other sources of help such as teaching assistants, enhancement teachers or other children.



Time Management

It is vital that activities are well planned so that each child is working at their level, that they begin promptly and that the initial pace is maintained. All children should know what to do soon as they enter the classroom and after they have completed an activity. A reminder list is often helpful for Year 2 - 6. Efficient planning and classroom organization will significantly reduce time-wasting activities.

Supply Teachers

To ensure continuity teachers will leave written guidance along with their planning files for all planned absences. In the event of an unplanned absence a telephone call should be made to the Key Stage Co-ordinators to let them know of the absence and then to a supply teacher to ask for cover and explain the work. The teachers' notice board will have an up-to-date timetable.

School Policies

Policies will be available on the intra-net with a hard copy stored in the staffroom and with non-teaching co-ordinators. The Teachers Red File has notes on all current day-to-day procedures and expectations such as timings, routines, after school activities, reports, parent helpers etc. Teachers are expected to be familiar with the content which will be updated each September.

Voluntary Helpers

Every effort by class teachers will be made to encourage parents to help in class. Volunteer/ parent helpers are a valuable resource and we welcome their involvement in school. They can help in many ways across the whole curriculum. Any support should be planned for either on a regular basis or for a particular event. In all cases it is important that the teacher takes time to ensure that the volunteer knows what is expected and feels well-prepared for the task. Volunteers will be made to feel appreciated and welcome in the school. During break times we ask volunteers to stay in the classroom or go outside with the children.

All volunteers must sign a confidentiality agreement when coming to work in school.

Cleaning

Cleaning is carried out by a professional cleaning company. However, everyone is encouraged to take responsibility for their environment both within and around the school. The school should be kept tidy and litter free at all times. The school should be checked daily and any lost property will be given to the school nurse if named and to the Lost Property Box if unnamed. All children's bags will be stored in lockers. Key Stage One and Two children must keep their locker doors shut.



Equal Opportunities

All children and staff have the right to equal opportunities (see Equal Opportunities Policy).

- ❖ Teachers' expectations of behaviour will be the same throughout the school.
- ❖ Teachers will have high expectation of all children.
- ❖ Gender will only be an issue for Year 5 and 6 PE where the children will be split but offered the same experiences.
- ❖ All activities, including extra curricular activities, are open to all children.

This Policy was agreed by staff in May 2006.
It was reviewed in June 2008 by Head, Deputy and non-teaching coordinators
and should be reviewed again in June 2009.