

Teaching and Learning Policy 2021

Kindness



Innovation



Passion



Imagination



Collaboration



thomas
fairchild
community
school

Rationale

At Thomas Fairchild Community School we believe in 'Excellence for All'. We aim to create learners who excel academically, thrive emotionally and who become active members of the community. We want our learners to transition into the next stage of their education, equipped with the skills to flourish.

Aims

- To provide a safe, happy and healthy school, which enables children to learn effectively, regardless of experience or background
- To insist on the highest expectations with targeted support and challenge, celebrating both success and effort
- To guarantee that the implicit and explicit curriculum represents the experiences of the school community
- To work hand-in-hand with parents/carers and members of the community to continuously innovate

Effective Learning

Thomas Fairchild Community School is committed to a consistent approach to education for our children. We strive to achieve this by ensuring:

- all children are engaged, all of the time
- learning intentions are designed to offer challenge for all learners
- learning tasks are carefully designed to promote success for all children
- the use of resources, including adults, is maximized in all lessons
- behaviour for learning is positive throughout the school because learners know how they should be working and take responsibility for their own learning behaviours
- we narrate the positive and use our behaviour policy to recognise and reinforce appropriate learning behaviours
- lessons begin promptly with active participation from all children expected from the start
- all resources are considered and prepared ahead of the teaching beginning
- non-verbal signals are used to communicate and instruct
- we use a range of formative assessment strategies to assess pupils' learning during lessons
- pupils are taught *how* to learn through a range of metacognition techniques
- digital technology compliments and enhances teaching and learning
- staff training is strategic and deployed to maximise success for learners

Assessment

Assessment exists so that as teachers our planning and instruction can most appropriately support individuals and groups of children. Assessment also assists the children by providing them with an indication of their own progress. Assessment also helps us to recognise success and drive forward new initiatives

Formative Assessment

Focused on how children learn we continue to adapt and reform our approach to formative assessment. A constant element of our approach is that children are expected to receive verbal feedback throughout a lesson. Research indicates that constant dialogue and feedback allows the children to address misconceptions and make accelerated progress. Additional approaches we used include:

- a range of questions to develop breadth, depth and accuracy
- ensuring all children are given opportunities to answer each question. If a question is worth asking, all children should attempt a response
- using 'think, pair, share' to challenge pupils to provide accurate and reasoned responses
- mini-plenaries in lessons to showcase good work and address misconceptions
- providing 'on the spot' support as a result of 'knowing' how well children have done in their learning.

Summative Assessment

Assessments completed at key points in the year, inform teachers of gaps in pupil knowledge, skills and understanding and inform them of areas for Development. New Wave teachers use assessment information to inform their planning, using time effectively to address common gaps and misconceptions Data and statistics are analysed to measure pupil attainment and progress throughout the school year.

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