



Cronk y Berry School - Learning & Teaching Policy

Learning and Teaching Policy:

A definition of learning: *the acquisition of knowledge or skills through study, experience, or being taught.*

At CYB we aim to inspire all learners to be positive, motivated and to believe in an 'I can' culture. We want our children to develop secure relationships, face challenges and become resilient learners, in an inclusive environment supported by a forward thinking curriculum which is continually evolving in response to the changing world in which we live.

At CYB we believe that children learn most effectively when...

1. They are happy, secure and their basic needs are being met.

Therefore, we

- ensure children feel supported and cared about;
- encourage children to have a sense of security and belonging to the school;
- listen to every child;
- involve children in their learning journey e.g. through displays and learning journals;

2. Relationships in classrooms and throughout school are positive.

Therefore, we:

- act as good role models for children in the way we relate to others, e.g. respectful body language, good manners, use of names in line with school vision;
- ensure children have opportunities to take appropriate risks and feel confident to both succeed and fail;
- provide effective levels of nurturing and support with clear boundaries using the behaviour policy and being consistent;
- where possible, build and encourage links with the community.

Strategies undertaken by teaching staff to ensure this happens:

- focus on developing a skills based curriculum
- ask pupils about their learning and involve them in making more of the decisions
- more use of vertical grouping
- share good learning and involve teaching staff in working with other classes
- share lessons modelling high quality teaching and learning
- teachers to occasionally swap classes

3. They are engaged in their learning and are provided with a high level of challenge.

Therefore, we

- are enthusiastic and committed;
- 'buy into' the learning ourselves;
- model the expectations we have of children
- communicate this to the children through use of child-centred objectives;
- always seek to widen our knowledge of the individual children and plan for them accordingly;

Together we challenge, care and create



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- are flexible and ready to try something new;
- continually plan next steps for all abilities;
- ask questions which promote challenge and deep thinking;
- differentiate planning which takes children away from the 'comfort zone' and is skills based;
- provide a massive variety of opportunities;
- are creative and vary the teaching and learning styles as much as possible;
- know when to 'take a step back';
- show children we are interested in them and their own personal interests;
- adapt plans year after year, tailoring them to meet the needs of each group of children.
- relate all learning to their own lives, knowledge and experiences;
- set clear objectives for learning at all times;
- show children how they might use particular skills and knowledge, applying it to real-life situations.

4. They are involved in the learning process

Therefore, we

- personalise the learning according to their individual academic and emotional needs,
- provide opportunities for every child in our school to feel positive and motivated about their learning
- encourage pupils to be self-reflective, resilient and inquisitive,
- feedback progress according to where they are,
- prepare them for next steps to their learning,
- encourage children to be adaptable and resourceful to take risks and to face new challenges,
- provide opportunities for choice,
- give children access to resources independently and responsibly,
- create tasks that allow children the freedom to evidence their own learning.

References to other school policies:

- Feedback and Marking Policy
- Assessment for Learning Policy

Date Policy Published: November 2018

Date Policy to be reviewed: November 2019