

March 2012

Approved by Governors (date)

Signed (Chair of Governors)

Review Date



Learning and Teaching Policy

Our aim is to encourage and develop children as independent and co-operative learners.

Inside and outside the classroom, we teach in a manner that:

- Gives time to think and reflect; gives take up time for questions; time to extend answers and thinking beyond brief responses;
- Recognizes and rewards effort; we encourage having a go and praise effort and attempts to develop learning and thinking
- Differentiates so that all children can experience appropriate challenge and receive appropriate support; so that all children can experience success and failure and understand that failure and mistakes are a vital part of learning and developing
- Encourages risk-taking so that children can experience 'getting out of the comfort zone' and know that development comes through accepting higher levels of challenge;
- Offers opportunities for pupils to own their own learning and make choices about their learning
- Develops a growth mindset that sees intelligence as a developing quality that they can affect and improve, not as a fixed entity that is unchangeable;
- Allows time to talk, converse and dialogue with peers and adults in a meaningful way
- Supports pupils as they seek to articulate both content and process of their learning
- Values questions-questions generated by pupils, open-ended questions from teachers; questions with more than one right answer or unknown answers; questions that move from descriptive through reflective to speculative;
- Teaches explicitly that mistakes are necessary and do not demonstrate a lack of talent or ability or intelligence, but are the key factor in tackling new learning, stretching their brain/intelligence and developing new skills

As a result, pupils become lifelong learners, able to be persistent, resilient and resourceful in their approach and attitude to learning.