

KILLERMONT PRIMARY



Learning and Teaching Policy

January 2004

LEARNING AND TEACHING POLICY

Introduction

The philosophy and principles of our Learning and Teaching policy aims to underpin all other school policies. This policy sets out our school's vision for educating children within Killermont Primary School.

Rationale

“All children and young persons have an entitlement to a curriculum in accordance with the policy of the authority and in line with National guidance. The curriculum satisfies the principals of breadth, balance, progression, continuity and coherence.”

Manual of Good Practice, (SOEID, 1998)

Killermont Primary School is committed to the concept of inclusion, wherein all children and young persons have an equal opportunity to achieve excellence, to have the highest expectations set for them and to have their achievements valued in the environment which suits them best.

A co-operative, supportive partnership between school, parents and pupils should continue to be promoted

Aims

Within Killermont Primary, we aim to engage pupils in a quality learning and teaching process within a positive, caring and stimulating environment.

Objectives

We aim to achieve this by:

- planning, organising and assessing an appropriate curriculum which meets the needs of all pupils including those:
 - who are more able, including those for whom English is an additional language
 - with learning difficulties
 - with behavioural, emotional and social difficulties
 - with physical or sensory impairments
- involving children in their own learning
- taking account of different learning and teaching styles
- ensuring early identification of the range of abilities, taking appropriate action when necessary
- ensuring staff are aware of their roles and responsibilities
- ensuring all staff are aware of resources available and that these are easily accessible
- ensuring staff have opportunities for staff development

Principles of Learning

1. Learning is a complicated process.
2. Intelligence is not fixed. Learners have the potential to develop nine distinct types of intelligence which can change throughout life.
3. Emotion and feelings are important elements of effective learning.
4. Pupils who are strongly motivated will become independent learners.
5. Learning to think is crucial for independent life-long learning.
6. Effective learning is fostered through individual and social experiences.

Principle 1

Learning is a complicated process

Learning has traditionally been seen as an academic activity concerned with the acquisition of knowledge or skills.

In order to understand, we have to do more than acquire information – we have to process and do something with it. Understanding comes from usage and application.

It is recognised in Killermont Primary that children learn in many different ways. This is referred to as *learning styles*. There are three learning styles: visual (learners who prefer to see information), auditory (learners who prefer to listen and hear spoken words), and kinaesthetic (learners who prefer hands on experience and physical experiences).

Pupils tend to have a preference for a particular learning style but are usually able to adapt their learning style according to the needs of any given situation. This can also mean pupils can find particular activities more difficult than others.

The teacher's role is to employ a range of different *teaching styles* to cater for the needs and learning styles of all pupils, thus promoting effective learning.

Within Killermont Primary, we stress meaningful learning to raise achievement. We also recognise the significance of the relationship between teacher and pupils to encourage and enhance their learning experience.

What does this mean for learners in Killermont Primary?

- learning styles should always be taken into account in activities
- pupils should be clear about the nature and purpose of learning activities. They should be involved in the setting and sharing of their goals.
- pupils need time and space to learn in order to consolidate and master learning
- pupils should be encouraged to think creatively and encouraged to take responsibility for their own learning

How do teachers provide for effective learning in Killermont Primary?

- different learning styles should be recognised and due consideration given to what children bring to a learning situation. Lessons should be planned accordingly.
- teachers need to be flexible in their teaching styles

“There can be no single way to study or best way to teach.”
(Entwistle, 1981)

“... a skilled teacher is a person who can open a number of different windows on the same concept.”
(Gardner, 1993)

“The best kind of teacher is one who helps you to do what you couldn’t do yourself but doesn’t do it for you.”
Child, aged 8,
(Fisher, 1990)

“All children are born with potential, and we cannot be sure of the learning limits of any child”
(Fisher, 1995)

“We should spend less time ranking children and more time helping them to identify their natural competences and gifts and cultivate these. There are hundreds and hundreds of ways to succeed, and many, many different abilities to help you get there.”
(Gardner, 1986)

“Good relationships in classrooms must be based on the teacher having established a framework for order and having earned the respect of the children. Without this, mutual positive regard between a teacher and his or her class is unlikely to be developed.”
(Pollard and Tann, 1987)

- differentiation should be employed within classrooms to meet the needs of all pupils
- a wide range of resources should be utilised and adapted to meet the needs of all learners. Resources should be labelled, well organised and accessible to encourage pupil independence.
- assessment is an integral part of the teaching and learning process and should be used effectively to track pupils’ progress and to identify next steps.
- introductions and conclusions to lessons should be clear to all pupils. Learning outcomes should always be shared with pupils in a way they understand.
- teachers should have realistic, yet high expectations for all pupils

Principle 2

Intelligence is not fixed. Learners have the potential to develop nine distinct types of intelligence which can change throughout life.

Research into the human brain and its capacity for learning has challenged the idea that intelligence is a single, fixed ability. Gardner (1993) has also challenged this notion by identifying nine distinct types of intelligence:

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|-----------------------------------|---|
| • Linguistic | understand and use language well |
| • Logical-mathematical | reason, calculate and think logically |
| • Visual spatial | accurate mental visualisation eg in art tasks |
| • Musical | able to compose, play an instrument or sing, use pitch and rhythm well |
| • Bodily-kinaesthetic | able to control one’s body well and demonstrate good control in handling objects |
| • Interpersonal | awareness of others’ feelings, emotions, goals and motivation |
| • Intrapersonal | awareness of ones’ own feelings, emotions, goals and motivation |
| • Naturalist | able to recognise plants, animals and other parts of the natural environment |
| • Existential intelligence | ability to think deeply and pose questions about life, death and ultimate realities |

In Killermont Primary we recognise that all pupils have a unique combination of different kinds of abilities which can and do change throughout their lives. We aim to create a climate whereby all kinds of ability are recognised and valued by staff, pupils and parents alike and provide opportunities to develop pupils’ intelligences.

What does this mean for learners in Killermont Primary?

- pupils require opportunities to use and develop their full range of abilities and intelligences
- pupils’ potential for learning, needs to be recognised as a life-long process which can be promoted by teachers
- attainment can be influenced by teacher expectation

How do teachers provide for effective learning in Killermont Primary?

- effective teachers recognise that pupils are most successful when they want to learn and believe they can succeed
- self esteem is an important component of this belief and structured opportunities to develop and maintain self esteem are important for pupils
- assessment and appropriate learning should be planned to enable the identification of learning needs of individual pupils

“Being emotionally literate is as important as being able to read or count.”

Teacher quoted in (Goleman, 1996)

“We all like praise when it is honestly given and deserved.”
(Fisher, 1995)

- a positive ethos exists where all achievements are recognised and celebrated in a range of ways throughout school life eg Personal and Social Development (PSD) programmes, Promoting Positive Behaviour (PPB)
- teachers’ timetables plan for a balanced curriculum catering for a diverse range of intelligence

Principle 3

Emotion and feelings are important elements of effective learning

In Killermont Primary we are committed to developing the whole person and helping pupils learn how to make the most of life’s opportunities.

Research suggests our physical and emotional state is closely linked to our ability to think and learn effectively.

‘Emotional intelligence’ is seen as knowing and understanding one’s own feelings. Through experiences and education, we also aim for children to be able to read and deal with other people’s feelings.

What does this mean for learners in Killermont Primary?

- pupils should be encouraged to develop positive attitudes towards themselves and others and cope with emotions and a variety of experiences
- pupils should be encouraged to develop tolerance and respect and a willingness to cooperate and share with others
- pupils should be encouraged to take increasing responsibility for their own lives
- pupils should be encouraged to acknowledge, have views and begin to make realistic assessment of their abilities and aptitudes both ‘socially’ and ‘academically’
- pupils should expect sensitive feedback on their strengths and qualities to develop and explore a personal understanding

How do teachers provide for effective learning in Killermont Primary?

- teachers should recognise the importance of the relationship between self esteem and achievement for themselves and their pupils
- teachers should create a climate of achievement and positive ethos to ensure pupils know they are valued and that their contributions matter
- formal opportunities for developing emotional intelligence should be planned by teachers whilst acknowledging that informal opportunities may also arise

Principle 4

Pupils who are strongly motivated will become independent learners

In Killermont Primary we recognise that pupils learn best when they are motivated. Pupils’ own individual abilities and contributions should be valued by all. Motivation and achievement are closely linked.

Motivation is achieved by nurturing and promoting high self esteem in our pupils. We acknowledge the importance of positive teacher/pupil relationship in promoting effective learning and fostering intrinsic motivation.

“The reality is that the quality of life does not depend directly on what others think of us and what we own. The bottom line is, rather, how we feel about ourselves and what happens to us. To improve life we must improve the quality of experience.”
(Csikszentmihalyi, 1992)

“Traditionally schools have tended to discourage thinking or have left learning to chance. There is a need for clearer, more definite guidelines to support teachers to help children to think for themselves.”
(Fisher, 1990)

What does this mean for learners in Killermont Primary?

- pupils need to feel confident to approach teachers for help
- pupils need to be given regular and sensitive feedback on the particular qualities of their work together with realistic steps for future progress
- pupils need to be clear about what and why they are learning
- pupils should feel confident that they can learn from the experience of making mistakes and that this should not hold them back from future learning opportunities
- pupils should be encouraged to value the contribution that their peers can make to their learning

How do teachers provide for effective learning in Killermont Primary?

- teachers provide opportunities for meaningful learning through a range of appropriate, relevant and enjoyable activities
- effective teachers support pupils in taking responsibility for their own learning
- recognition should be given to effort as well as ability
- effective teachers will acknowledge that a pupil must be supported in order to reach his/her potential
- teachers should recognise opportunities for collaborative work in order to promote peer group learning and peer support
- teachers should be enthusiastic, energetic and knowledgeable about their teaching
- teachers should be willing to share control of the class with the pupils demonstrating that trust is a two-way process which is constantly being developed

Principle 5

Learning to think is crucial for independent, life-long learning

Learning is not something someone else can do for us. At Killermont Primary we recognise that pupils need time and opportunities to practise and apply ideas. A range of opportunities is provided for pupils to become more actively involved in their own learning. These situations must also provide opportunities for pupils to demonstrate an understanding of their learning in order that they can transfer these skills to new situations and contexts.

We believe that thinking should be embedded throughout the whole curriculum. Learning is a consequence of thinking, not merely amassing knowledge. Learning to think is empowering children for the future.

What does this mean for learners in Killermont Primary?

- pupils need to take an increasing responsibility for their own learning
- pupils should be encouraged to talk about how they are learning
- pupils should be made aware of the variety of learning strategies available to them and be increasingly flexible in their approach to learning
- developing positive relationships with the teacher is a key way to effective learning

How do teachers provide for effective learning in Killermont Primary?

- teachers need to help pupils learn how to learn and provide opportunities to discuss how they are learning
- teachers must encourage pupils to develop their skills of thinking across the curriculum, within a recognised context
- teachers should share responsibilities for learning with their pupils
- effective teachers provide positive role models of life-long learners

**“The successful teachers all engage in above average levels of interaction with the pupils. This appears to be an important determinant of progress.”
(Galton and Simon, 1980)**

**“What the child does in co-operation with others, he will learn to do alone.”
(Vygotsky, 1978)**

Principle 6

Effective learning is fostered through individual and social experiences.

It is recognised within Killermont Primary that the teacher plays a pivotal role in allowing learning to develop in a way which is beneficial to individual, group, class or society.

At Killermont Primary School it is acknowledged that girls and boys have different learning styles which require to be addressed through the teaching styles which we adopt in our classrooms. Research shows that boys tend to do things first and then think, whereas girls are more likely to think first and then do. It is important that pupils have opportunities to learn in groups of mixed gender in order that they can enhance each other's thinking and subsequent learning.

What does this mean for learners in Killermont Primary?

- pupils should have high expectations and high levels of motivation through individual, peer, parent and teacher support
- pupils should realise the benefits of learning in mixed gender groups
- pupils can expect their own experiences to be given due consideration and acknowledgement
- pupils should aim to challenge their own abilities

How do teachers provide for effective learning in Killermont Primary?

- teachers should provide opportunities for pupils to learn from each other in mixed gender, social and ability groups
- teachers should provide a variety of approaches to support the range of learning styles in their classrooms
- teachers should ensure that they provide individual children with a challenging learning environment by listening to the views of the learner and offering next steps in their learning
- teachers should promote an inclusive approach to learning in their classrooms

Procedures

National guidelines on the structure and balance of the curriculum

Revised National guidelines on 'The Structure and Balance of the Curriculum 5 –14' were issued to all local authorities in 2000 by the Scottish Executive Education Department (SEED). These guidelines form part of the Curriculum and Assessment Programme for pupils aged 5 –14. They have been adopted by East Dunbartonshire Council as the basis of the structure of the curriculum in primary schools.

The national guidelines provide a framework for the structure of the curriculum by offering guidance on:

- recommended time allocations
- aims of education 5 – 14
- principles which underpin the curriculum
- rationale for each area of the curriculum
- assessment guidelines
- delivering the curriculum

The national guidelines are essential to an understanding of the structure of the curriculum. Each teacher has her or his own copy; and, through the provision of staff development opportunities, should be familiar with its content. Nevertheless, the national guidelines lack the detail necessary to provide a comprehensive approach to teaching and learning within Killermont Primary School. In addition, some of the advice in the national guidelines has been modified.

Time Allocations

National guidance on time allocations is as follows:

<u>Area of the Curriculum</u>	<u>%</u>	<u>Times per week</u>
English Language	20%	5hrs = 300 mins
Maths	15%	3 hrs 45 min = 225 mins
Environmental Studies	15%	3 hrs 45 min = 225 mins
Expressive Arts	15%	3 hrs 45 min = 225 mins
Health, Religious and Moral Education and Personal and Social Development	15%	3 hrs 45 min = 225 mins
Flexibility element	20%	5hrs = 300 mins

Within Killermont Primary, the flexibility element is used by teachers to address specific areas of the curriculum. Priorities and developments taking place within the school, as well as class stages are taken into account. The use of flexibility time is reviewed annually.

Teachers should ensure that the time allocations reflect guidance in each area of the curriculum in their weekly timetable and forward plans.

Classroom Organisation

The following advice on classroom organisation has been agreed among the teachers:

- children have a seat within a group, their own desk and a labelled tray, which they are encouraged to keep tidy
- attainment, mixed and social groups are used at appropriate times

- resources and equipment are in good order, labelled, tidily stored and accessible to children and other adults who may be working in the class
- specific areas are set aside to display children's work
- children's work is named, displayed attractively and is clearly captioned
- displays of children's work are changed and should take account of current or most recent curricular projects, school initiatives, current seasonal activities and children's own interests,
- where possible, children should be involved in the process of displaying their own or class work
- at least one piece of work from each child should always be on display in the classroom

Class routines should encourage good work habits such as:

- use of sharp pencils
- use of rulers
- absence of graffiti from jotters and textbooks
- all work dated
- materials properly cleaned and stored after use
- resources correctly accessed and returned

Classroom organisation contributes to effective learning for:

- children working in groups
- whole class activities
- children working as individuals

The promoted staff, alongside the class teacher, are responsible for ensuring that:

- the provision and organisation of furniture takes account of children's size and safety
- surplus or faulty furniture is removed
- resources relevant to children's ages and abilities and to current class work are available and appropriate
- resources not relevant to current work are removed
- dated, inappropriate and worn resources are removed

Organisation and management of children's work

Children should work purposefully and have a clear understanding of what the teacher expects of them. Learning outcomes should be shared with the children at the start of a lesson. These should be stated verbally or clearly written on the blackboard, for example.

Work programme activities/tasks should:

- be devised for class, individuals and/or groups of pupils, where appropriate, to ensure that each child is gainfully employed
- ensure the children are clear as to when the teacher will work directly with them
- be displayed at suitable points around the classroom

Children should be given an element of choice in individual tasks, such as:

- deciding the order of tackling some of their tasks
- choosing a partner for co-operative work
- choosing their own topic for individual research
- choosing what they think are appropriate materials for a task eg measuring, illustrating their work

“In many ways I think the task of teaching is rather like the act one sees on a stage where a person has to spin plates on top of several canes simultaneously. At any one time you are likely to have several demands pressing on you for attention.”
(Kyriacou, 1996)

Clear classroom routines should be established for:

- collecting and giving out work
- gaining access to and returning materials and equipment
- moving from whole-class work to individual and group work
- putting completed work into a marking tray

Teachers should effectively manage individual, group and class work by, for example:

- direct teaching groups
- visiting individuals/groups quickly and effectively
- using precise questioning
- sharing points of general value with the whole class
- correcting work with children as they do it
- rounding off lessons in an appropriate way where possible eg plenary

Attempts should be made by teachers to avoid unnecessary interruptions to class work, such as

- ensuring all children have sufficient work at an appropriate level of difficulty and challenge
- providing purposeful activities that children can do when their work is completed
- ensuring the children have all the equipment they require for a task
- ensuring that children know routines (eg for work, changing for PE, stopping work for interval, going to the toilet, using resources, moving through school)

Promoted staff will try to avoid unnecessary interruptions to class work by:

- having a school system for sending messages/collecting monies/notification of wet interval
- co-ordinating the work of visiting specialists and school support staff

Children should receive constructive feedback from teachers on aspects of their work. Their enquiries /problems should be dealt with either as they arise or at an appropriate time. They should have growing responsibility, as they move through the school, for organising their own work.

Teaching Styles

The preferred style of teaching adopted by teachers is often determined by the teacher's personality, the period of their training, their previous experience, and their philosophy and values. However, the teaching context will also influence the style of teaching. For example, open areas shared by two or more classes might encourage group and independent work.

The results of research suggest that some approaches are more suited to certain areas of the curriculum. However, teachers will want to combine several styles in teaching an area of the curriculum, or even within one lesson. A variety of styles is essential for motivation and enjoyment.

Direct teaching involves: telling, explaining, directing, instructing, demonstrating, revising, practising. This approach is useful for:

- class cohesion, involvement, inclusion, acceptance
- maintaining discipline
- ensuring time on task
- sequential, progressive, coherent development of content and skills
- dialogue, interaction with all children

Interactive Direct teaching is a two-way process of teaching. It should be lively and stimulating. The teacher should be able to assess current knowledge and challenge children to clarify and develop their knowledge and understanding through effective questioning. Interactive teaching is suited to class, group and individual teaching.

Learning through discussion involves: talking, arguing, agreeing, questioning, listening, responding, sharing experience.

- developing articulation, clarity of thought, organisation of ideas
- developing group skills: contributing, listening, agreeing, disagreeing, supporting, extending, taking turns, chairing
- sharing experience
- checking understanding
- learning to ask questions
- developing social interaction
- encouraging creativity, problem solving, co-operation

Learning through investigation and experience involves: hypothesising, trialling, testing, exploring, experimenting, problem solving. This approach is important for:

- concept development and understanding particularly for young children
- skill practice, revision and development within a specific context
- developing initiative, independence, co-operation

Learning through creativity involves: self expression and exploration through eg language, drama, art, PE, music. The approach is essential for:

- enabling children to express themselves through a range of media
- providing opportunities for children to discover themselves
- providing opportunities for physical and cultural enrichment

Teachers should be aware that the skills of questioning, explaining, organising, differentiating and problem solving underpin all methods. Similarly, each approach is independent of the resources used; a PE lesson can depend on direct teaching while a poetry lesson may arise from a textbook. A commercial maths scheme might promote experiential learning.

A weekly timetable will therefore include a balance in the use of teaching and learning methods which should include the following:

- use of explanation and demonstration, as appropriate, with whole class, groups or individuals
- opportunities for dialogue between teacher and pupil and among pupils themselves
- enquiry learning which allows children to observe, experiment, interpret findings, draw conclusions, record/report their findings
- expression and communication of findings, feelings, opinions and values through a variety of media
- visual art, drama, dance, debate, writing, music, play
- opportunities for practical activities
- opportunities for practice and reinforcement
- structured play activities for children, particularly at the early stages
- opportunities to learn through games

There should be continuity in the teaching and learning methods used throughout the school. Teaching and learning methods should be determined by information gathered from assessment.

- *please refer to the Curriculum Policies*
- *please refer to Assessment, Recording and Reporting Policy*
- *please refer to Early Intervention Policy*

Appropriate teaching and learning methods should be used with children with special educational needs and learning difficulties.

- *please refer to the Support for Learning Policy*

Learners should be encouraged to develop self-discipline and esteem as well as co-operation with others.

- *please refer to Promoting Positive Behaviour Policy*
- *please refer to Care and Welfare Policy*

Development of independent learning

Children should be able to work out with teachers' immediate supervision. With proper instruction and practice they should learn to be trustworthy and well-behaved. In preparation for independent learning, classroom activities should include:

- problem solving
- enquiry
- discussion
- activity approaches to learning

Children should follow group or individual programmes of tasks and element of choice should be built into these tasks, for example:

- the order in which tasks are completed
- within school policy, the style of presentation
- resources to use
- where children work
- which children to work with

Most of these tasks should be independent of the teacher's immediate direction and most should be supported by working with other children. Homework should include tasks to extend independent learning. Children should be given the opportunity to acquire and use study skills and there should be opportunities for individual research, particularly at the upper stages.

- *please refer to Homework policy*

Presentation of Work

Dating work:

- longhand form eg Monday 14th March at the top of the page in writing and handwriting jotters.
- shorthand form at top of the page for Maths exercises
- shorthand form in margin of language jotters when textbook title is used.
- shorthand form on all worksheets and workbooks

Starting an exercise:

- miss a line space after last finishing line, write title etc, and miss another line before starting task.
- abbreviated titles should be used with page numbers eg LW p 23, and the subject of the lesson stated eg verbs. Titles need not be underlined.
- for exercises with numbered sentences, take a new line for each sentence. Numbers should be placed in the margin.
- work in Maths jotters should be set out across the page, left to right

Finishing-off an exercise:

- draw a ruler line when exercise is finished (P3-7 only), having missed one clear line space

Jotters:

The following 'core' jotters should be used, but teachers may wish to introduce other jotters to meet the needs of their class. Jotters should be passed on to the next teacher at the end of a session.

P1-3

- Writing
- Language
- Handwriting
- Homework (P3)
- Spelling (P3)
- Maths
- Mental (P2 & P3)

P4 – 7

- Writing
- Language
- Handwriting
- Spelling
- Maths (blank and squared P4-6)
(blank only P7)
- Mental
- Topic jotter – Environmental Studies
& Religious and Moral Education
- Homework

Folders should be used for oversized work eg art, topic work.

Differentiation

Whilst the progress of individual children will vary from time to time for a variety of reasons, in general some will progress faster than others and/or have a greater aptitude. Programmes of work should therefore allow children to progress at different rates and/or to acquire knowledge and skill at different levels.

This process of differentiation begins before children come to school. Teachers at P1 should therefore take account of children's prior learning when placing them within the reading and mathematics programme, and other areas of the 5 – 14 curriculum.

From P1, therefore, differences in the rate and level of the children's progress will begin to emerge. Whilst, theoretically, this means that children should make individual progress, in practice it has been found that children benefit from working with others at a similar stage; and the demands of individualised teaching on teachers are counter-productive.

In most classes, therefore, the majority of children (as defined in the 5 – 14 programme) will be working at a similar level and will be assigned to a particular stage in core schemes. This large group may be sub-divided by the pace at which they are working.

Some children, who are either working at a slower pace, or who require additional practice, reinforcement and additional teacher input, or who have difficulties in grasping concepts may be working at an earlier stage in the core schemes. They may need to be given different learning tasks, undertake different activities and use different resources from the majority of children in the class.

Some children who work at a faster pace or who are highly motivated or who are gifted in a particular area may be working at a later stage in the scheme and/or may be working at extension tasks. It is for the teacher to decide if these children should undertake more work at the same level, or work of a similar level within more challenging contexts or progress to the next level in the scheme.

The network support teacher may also be supporting the learning of children at some point in their education

- *please refer to Support for Learning Policy*
- *please refer to Early Intervention Policy*

Forward Planning

Forward Plans are kept in a loose-leaf file with five sections devoted to each area of the 5 –14 curriculum programme. Forward plans are completed four times a year (September, November, January and April) and are handed in to the appropriate member of the SMT on the agreed dates. Daily diaries should detail the day's work for class, groups and individuals in all curricular areas covered on a particular day. Diaries should always be written up one day in advance.

- *please refer to Forward Planning Guidelines*

Assessment, Recording & Reporting

- *please refer to Assessment, Recording and Reporting Policy*

Roles and Responsibilities

Teachers should encourage a realistic but high level of expectation in setting or planning class work for example:

- each child's ability /attainment level should be taken into account so that a high standard of work is possible
- tasks for each child should be attainable but challenging
- clear instructions should ensure that children understand what is required of them
- teaching and learning situations should make pupils think, challenge assumptions, promote understanding and explore a variety of solutions to a problem
- children should be allowed to work individually or in groups, with a high degree of responsibility for the outcome

Teachers should react positively to children's efforts by, for example:

- showing that they value well-presented work
- making positive, formative comments when correcting children's work
- showing that they value achievement
- showing that they value effort showing that they value initiative and experiment sometimes at the expense of correctness
- monitoring the standard of work and acting accordingly by, for example, encouraging improvement where a poor standard of work is displayed.

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In addition to the above staff responsibilities, the Senior Management Team will:

- support staff through the implementation and monitoring of the Learning and Teaching Policy
- communicate policy to staff, pupils, parents, school board and school community
- co-ordinate support for pupils and especially to those whose learning is causing most concern

Children should be aware of high expectations and respond accordingly by, for example:

- presenting the highest standard of work of which they are capable
- being anxious to show/tell others what they have done
- exhibiting a sense of purpose when they are engaged in tasks
- evaluating their own work and the work of others

Children should be encouraged to develop good work habits, such as:

- use of sharp pencils
- use of rulers
- absence of graffiti from jotters and work/textbooks
- The cleaning and storing of materials after use
- The correct access and return of resources

Staff Development

We are committed to supporting the professional learning of all our staff. All members of staff will have access to advice and staff development as necessary, within the resources available..

Monitoring and Evaluating Arrangements of Learning and Teaching

Self-evaluation of the quality of learning and teaching is the responsibility of all teaching staff and the senior management team. Quality indicators described in '*How Good is Our School 2*' will be used to evaluate the ongoing effectiveness of this policy within the school.

Monitoring and Evaluating Arrangements of Policy

The draft Learning and Teaching Policy was monitored and evaluated by school staff during session 2002-2003 and a review of the policy took place January 2004. The policy will be reviewed during session 2006 – 07.