



The Grove Primary School

"The Grove School Cares"

Teaching and Learning Policy

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Change History

Version	Date	Description
17.0	27/09/2017	Initial Draft sent to governors for approval
18.0	04/09/2018	Annual review
19.0	01/03/2021	Review and updated in line with remote learning feedback
20.0	13/09/2021	Reviewed with staff and ratified by Standards and Curriculum Committee (15/09/2021)

Related Documents/Policies

References	Title
	Teaching and Learning Policy

Teaching and Learning

Policy

<i>Aim</i>	<i>Teaching</i>	<i>Learning</i>
<i>Ambitious</i>	<ul style="list-style-type: none"> -Have high expectations of all pupils in terms of behaviour and achievement -Set clear goals and time limits -Involve children in self-assessment and target setting -Rigorous tracking highlights children's progress and next steps -Opportunities are provided for children to choose tasks and challenge themselves 	<ul style="list-style-type: none"> -Children have high expectations of themselves and take pride in what they do -Produce work that is their 'best effort' -Children are able to choose/accept tasks with an appropriate level of challenge -Children understand the steps necessary to achieve success within a task -Children understand that they can learn from their mistakes -Children's interests are used to plan activities
<i>Inquisitive</i>	<ul style="list-style-type: none"> -Include high-quality stimuli -Be enthusiastic, awe inspiring and curious -Use educational visits and visitors to enrich learning -Opportunities provided so that children can decide what they know/can do and what they need to know/be able to do -Use whole class questioning and targeted questioning (closed and open ended questions) 	<ul style="list-style-type: none"> -Children make links across their learning -Children are encouraged to ask questions -Apply skills taught to other areas of the curriculum -Children use preferred learning styles to complete tasks set -Children follow their own lines of enquiry -Use peer support to access learning
<i>Respectful</i>	<ul style="list-style-type: none"> -Value ideas -Role models for learning 	<ul style="list-style-type: none"> -Co- operation and collaboration are encouraged -Children respect each other's views, differences and opinions -Children feel valued and secure -Children are encouraged to be polite towards one another, staff and visitors

<p><i>Independence</i></p>	<p>Ensure children feel ownership through responsibilities -Class routines are in place to support independence -Set tasks with time deadlines</p>	<p>-Children are allowed to learn flexibly and follow their own lines of enquiry -Children are aware of what they are doing and why they are doing it - Children take responsibility for areas of learning and equipment -They are organised and ready for school</p>
<p><i>Resilient</i></p>	<p>-Involve children in marking process (verbal feedback) - Involve children in target setting process -Encourage children to take risks (and risk being wrong) in their learning</p>	<p>-Children and adults both learning from their mistakes -Children accessing challenges using indoor and outdoor learning environments -Children are given time to tackle corrections</p>
<p><i>Persevere</i></p>	<p>-Look for every opportunity to identify success -Model a 'growth mindset' and share our interest in learning -Provide plenty of opportunities to practice skills -Emphasis is placed on process rather than the result -Provide opportunities involving problem-solving and creative thinking -Learning activities enthuse pupils so that they are keen to persevere and succeed</p>	<p>-Children reflect on their own achievements and they are involved in target setting -Children have a bank of strategies to use when a task is challenging</p>