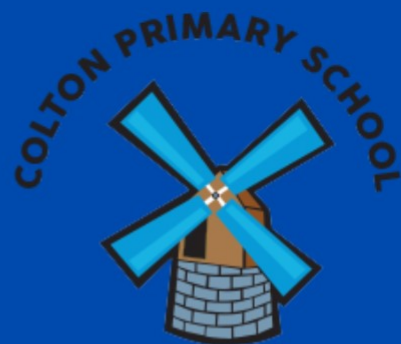


Colton Primary School

Teaching and learning guide



Our teaching and learning is responsive and reflective (see teaching, learning and feedback policy).

Ipads should allow all children to access the learning (where barriers normally prevent) and give alternate and innovative ways to teach and show learning. Ipads should not replace written work.

Teaching assistants should be used effectively – supporting children to be more independent with their learning and be involved in the lesson and teaching process. All staff in a class should be informed who or which group they are working with and discuss approaches and resources to use. Learning should be fed back as a team.

Learning objectives should be effective and precise/ link to actual learning of knowledge and skill (not task based).

Modelling of the learning and thought process should be delivered by both teacher and pupils. Pupils should be active in the learning process.

A success criterion (key elements) can be used which can be devised (with pupils) once learning has been introduced which can support refocusing the learning during a lesson.

Children should have time to collaborate, ask questions and unpick their own learning process.

Ratio of teacher and pupil talk should be taken into consideration.

Ensure opportunities for movement during a lesson to allow brain breaks.

Make parts of a lesson practical/ play based to allow learning to go into long term memory.

Lessons should allow all children to access the learning. However, some children may need their learning scaffolding. For example, using focus groups in a lesson.

The classroom environment should be used effectively to reinforce and consolidate the learning.

Use whole school grounds where appropriate to support active learning.