



TEACHING AND LEARNING

Our aim

The learning and teaching at Eastwick will equip children with a toolkit of transferable skills to enable them to become learners for life and with the skills and knowledge that they require to function positively in their present and future lives.

Our objectives

1. To create the right physical and emotional environment to promote creative teaching and effective learning. The physical environment covers the school, classroom and their arrangement, while the emotional environment provides the security and certainty required for the pupils to take “learning risks” safely, thereby maximising the benefit of time in school.
2. To plan and structure the teaching in a meaningful, purposeful and creative way to best deliver the curriculum for the pupils, both individually and collectively.
3. To build the learning skills and resilience of the pupils to enhance and promote their individual capacity to learn and make the most of their time at the school.
4. To identify and provide support for both the Teachers and Pupils (individually and collectively) as they make progress towards the learning objectives.

Our Learning & Teaching Philosophy

As represented in the diagram below, the way in which Eastwick goes about creating an effective teaching and learning environment is to place the pupil at the centre of everything we do, recognising that every pupil must be valued and respected for what he/she brings to the learning situation. It is the responsibility of both teachers and teaching assistants to build on their existing knowledge, experience and skills and to promote an environment where the pupil “learns to learn” and increasingly takes responsibility for improving the value of every interaction to improve the quality of the learning.

The interaction between teacher and pupils (both individually and collectively) is at the core of effective learning. This core interaction – which needs to be as consistently creative as possible – is enabled by the capacity and skills of both teachers and pupils in delivering and receiving learning and the physical and emotional environment in which the interaction takes place.

Finally, we recognise that specific support needs to be given to both Teacher and Pupil based on an assessment of effective progress (at least 1 sub level per term) and in keeping with the values of the school.

