

Teaching and Learning Policy

Approved		Responsibility	Curriculum Committee
Review	Annually		



This policy is linked to the following:

SMSC, Assessment, Inclusion/SEN, Restrictive Restraint, PSHE, overarching Safeguarding policy, Behaviour, Health and Safety

Policy prepared July 2015
Policy approved September 2015

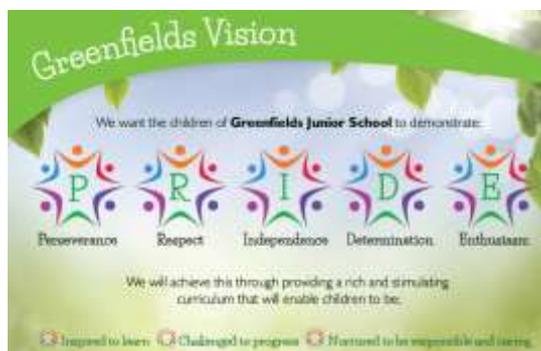
Policy approved January 2017
Policy Review January 18

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1. School Philosophy

At our school we aim to inspire each individual to constantly achieve their potential within an environment that prides itself on its caring approach. We want to provide a broad and balanced curriculum that meets the needs of each child and which prepares them to be lifelong learners and achievers.



2. Aims into Practice

We aim to achieve this philosophy by:

- respecting each member of our school community as an individual and catering for their particular needs;
- promoting the development of lively enquiring minds, enabling the children to become progressively self-motivated and developing their ability to be self-critical;
- enabling the children to acquire knowledge and develop the understanding, attitudes and skills appropriate to their stage of development through the National Curriculum and the Extended Curriculum;
- encouraging self-discipline by an agreement structure which the children help to create and which encourages them to become responsible, independent and confident young people;
- working in close partnership with the home;

- encouraging an understanding of all members of the community and the wider world by respecting difference and diversity;
- developing self-esteem and a positive attitude towards others;
- helping the children to understand and respect their immediate surroundings and the wider world in which they live.
- Constantly assessing children's learning and setting smart targets to enable children to achieve their potential.

We aim to provide an abundance of experiences and activities so that by the time the children leave our school, virtually all would be expected to be well on the way to becoming independent, confident learners who:

- are secondary ready;
- read fluently and accurately with understanding, discrimination and enjoyment;
- communicate clearly in speech and writing in ways appropriate to various occasions and purposes;
- write legibly and neatly with high standards of spelling, syntax, punctuation and usage;
- apply mathematical skills and concepts in a variety of everyday settings;
- are numerate;
- have developed an enquiring mind and scientific approach to problem solving;
- work in collaboration with others to investigate, interpret and solve problems;
- possess a degree of agility and co-ordination leading to confidence in a range of physical activities;
- have an appreciation of, an enthusiasm for and an involvement in all forms of creativity;
- have an appreciation of their place in time and the world around them;
- appreciate the value and importance of ICT in a modern technological society.

3. Key principles for children's learning

As teachers and learning support assistants we give children the opportunity to:

- a. experience and learn from direct teaching;
- b. work collaboratively with their peers;
- c. investigate, problem solve, discover, predict and hypothesise;
- d. manage their own learning in terms of time, approach and purpose;
- e. become self-evaluative and appreciate how to go about improving their work;
- f. experience and enjoy a wide range of first hand experiences both within and outside the classroom;
- g. take part in challenging activities, well matched to their individual ability and interests;
- h. record experiences in a variety of ways;
- i. re-draft and craft a piece of work to the best of their ability;
- j. spend sufficient time in which to produce an extended piece of work;
- k. apply, reflect upon, question, practise and reinforce previously learnt skills, concepts and knowledge;
- l. have access to a wide range of resources;
- m. take responsibility for their learning environment;
- n. build secure relationships with their teachers, support staff and peers;
- o. become inspired and enthused about their work;
- p. talk passionately and knowledgeably about their learning experiences and skills;
- q. Develop confidence, independence, resilience and a lifelong love of learning.

Our learning environment is:

- stimulating and well organised;
- comfortable and secure;

- calm, supportive, controlled and disciplined;
- well resourced, with easily accessible and appropriate books, materials and equipment;
- organised so that all children can see, hear and participate to the best of their ability.

Teachers ensure that they:

- establish a classroom environment which meets the stated needs for effective learning and teaching to take place;
- teach the Programmes of Study for the core and foundation subjects of the National Curriculum within a broad and balanced curriculum;
- set clear learning objectives and identify appropriate success criteria;
- carefully plan and differentiate work according to the needs of the children;
- review, modify and update planning to ensure relevance and progression;
- give detailed verbal and written feedback that celebrates the learner's effort and achievement and provides examples of scaffolding to inform the child of their next steps;
- plan for formative assessment as an integral part of day to day teaching;
- regularly record children's attainment, according to the requirements of the school's assessment policy;
- provide opportunities for all children to experience success;
- work closely with colleagues so that continuity and progression of learning is achieved across the curriculum and throughout the school;
- establish an atmosphere of care and trust within which children can accept constructive criticism with confidence;
- explore and adopt different ways to deliver the curriculum in order to give the learners a variety of teaching styles and approaches;
- provide all children with their full entitlement to the curriculum, regardless of their differences and thus ensuring equality of opportunity;
- endeavour to work closely with the adults who have care of the children to promote their well-being and obtain the maximum benefit from the education provided;
- work to establish attitudes of tolerance, respect, understanding and perseverance;
- reinforce positive learning behaviours including promoting and rewarding BAM (brilliant behaviour, amazing attitudes and marvellous manners);
- value and celebrate the work of all children and respect each one as an individual.

4. Organisation of Teaching and Learning

The curriculum is organised through a thematic, cross-curricular approach. This is usually topic based although it is often necessary to teach some elements of the programme of study in a discrete manner.

We use a variety and range of teaching styles in order to give all learners the best opportunities to experience success. We believe that no single style of teaching will be suitable for all purposes; sometimes it will be appropriate to teach the class as a whole, sometimes to teach small groups or individuals and sometimes pupils should carry considerable responsibility for deciding the direction of their own work.

Children are arranged in a variety of groups, some of which are ability based but all dependent upon the purpose of the activity and its learning objectives. Different groupings can influence what is learned as well as how it is learned.

5. Classroom Organisation

All classrooms are structured differently and the organisation of furniture etc. is left to the discretion of the teacher who has to take many points into consideration: size of room, age of child, number in class, ability of children, social/behavioural mix.

No two classrooms will ever look exactly the same, however, there are many similarities between the rooms that echo the philosophy of the school:

- i. when necessary, every child has a place to sit at a table;
- ii. tables are grouped for ability and/or social mix;
- iii. class charters, as defined by the teacher and the children, are on display and referred to;
- iv. each room has a library/quiet area with a variety of stimulating reading material-fiction and non-fiction;
- v. a variety of two and three dimensional materials are displayed around the room. The classroom displays should stimulate, encourage, remind and reward children;
- vi. each room has a 'celebration area' where children's achievements are celebrated e.g. classroom points chart, names of children who have received star of the week etc.

6. Target Setting (see Assessment Policy)

Comprehensive targets for Reading, Writing and Maths are set for each child and reviewed on an ongoing basis. These are based upon the achievements of the previous year and the progress we expect the children to achieve. Formative assessments are carried out throughout each term and measure the progress each child is making towards the target/ milestone that has been assessed. As a reflection of these, teachers identify key targets for each individual pupil which are monitored and shared with parents and pupils alike. They also form the focus of discussion at parents' evening in the Autumn and Spring term.

7. Assessment

Assessment is an essential part of the learning process and informs future discussions as detailed in our assessment policy.

- a. Pupils are informed of their own progress and achievement through discussion and effective marking of their work (see Marking and Feedback policy);
- b. Detailed reports are kept for each child throughout their school life;
- c. AfL is integrated into daily practice.

8. Whole School Focus

We believe that a positive focus has to be centred upon the individual's acquisition of reading, writing, computing and numeracy skills. In order to achieve this, we continually evaluate our teaching strategies and give extra support to ensure that all children can be confident in these important areas as well as challenged and inspired. Children who experience weakness in phonics, reading, writing or maths need to have regular teacher support in addition to LSA support in order to address the shortfalls.

9. Inclusion

All children are valued, respected and welcomed irrespective of their additional educational need. We support their learning and ensure they are fully included in all school activities making full use of externally provided facilities where appropriate.(see inclusion policy)

10. Homework

Homework is considered an important element of the teaching and learning policy and increases as the children progress up the school. We believe that homework should:

- Develop an effective partnership between school and parents in pursuing success for all;

- Consolidate, reinforce and extend skills and understanding, across the curriculum
- Exploit resources for learning, of all kinds, at home;
- Encourage pupils to develop the confidence, self discipline and motivation needed to study on their own, and prepare them for the requirements of secondary school.

Our homework programme includes basic skills work such as: number bonds and multiplication tables as well as reading and spellings which are sent home on a regular basis. Other homework set is relevant to the on-going curriculum, reinforcing what has been done in school. When required, homework is differentiated to take account of individual pupils' needs.

11. Excellence

Excellence is celebrated in display and performance where:

- each child is given an opportunity to have work displayed within the classroom and around the school
- sustained effort including drafting and reworking is encouraged to enhance standards.
- school events such as concerts, drama and assemblies are seen as opportunities for all pupils to demonstrate their own best performance.
- teachers reward quality work and attitude in a variety of ways
- the headteacher celebrates the quality of work by:
 - i. giving stickers
 - ii. presenting certificates to individuals who have received star of the week for their class
 - iii. awarding trophies to school leavers

12. Strategies for ensuring Progression and Continuity

- The basis for curriculum planning is the National Curriculum;
- Topic webs give subject outlines for each year group and are carefully balanced to include full coverage of the National Curriculum;
- Policies and schemes of work are developed by co-ordinators in collaboration with staff and governors, to define the progression of learning and expected standards of achievement for each year group;
- Teaching plans are drawn up by individual teachers in conjunction with subject co-ordinators. These include short term, medium term and long term plans. These are evaluated with opportunities for assessment highlighted and commented upon.
- Regular staff and leadership team meetings provide an essential forum for discussion and debate ensuring a shared philosophy and a consistency of approach;
- Staff are encouraged to further their own skills and understanding through personal development opportunities (see Performance Management policy).
- Informal meetings and planning meetings are held within year groups to discuss curricular and organisational items of particular relevance.

13. The role of the Subject Leader

- to take the lead in planning and policy development and monitor the production of medium and short term planning to ensure progression and continuity in their subject throughout the school
- to effectively monitor the teaching and learning of their subject throughout the school and to take a lead in implementing change
- to support colleagues in their development of work plans, implementation of the schemes of work and in assessment and record keeping activities
- to monitor progress in their subject and advise the headteacher on actions needed
- to take responsibility for the purchase and organisation of resources for their subject
- to keep abreast of current development through reading and attending relevant courses

- provide CPD opportunities and updates for other members of the staff team.

14. Role of parents/carers

We believe that parents/carers have a fundamental role to play in helping children to learn. Parents should adhere to expectations set out in the signed home-school agreement. We work in partnership with parents/carers to ensure:

- effective two-way communication through home-school books, reading records, newsletter information, informal and formal meetings, reports and the school website;
- awareness of curriculum areas/ developments currently being taught;
- children are making progress and parents are regularly informed;
- the needs of all children are met be they learning, behavioural, emotional or social;
- that parents are aware of the opportunities available to become involved in our wider community;
- School expectations of homework are clear and supported at home;
- children attend school regularly and punctually.

15. Role of Governors

Governors play a key role in supporting, monitoring and reviewing school policies. Governors ensure the premises are a safe, secure and appropriate environment for effective Teaching and Learning to take place. Following the monitoring schedule, Governors visit the school to support staff, further develop positive relationships and monitor progress towards the school improvement targets.