

TEACHING AND LEARNING POLICY

Teaching and Learning is at the heart of school life. It is the means by which we offer, and put into practice, a curriculum which is broad and balanced, meeting the requirements of the National Curriculum, Religious Education and Collective Worship.

Purpose and Aims

Our aims for teaching and learning are that all children will:

- a. be tolerant, sensitive and understanding showing respect for the rights, views and property of others.
- b. develop a responsible and independent attitude towards their work and towards their roles in society.
- c. Achieve their full potential in terms of academic progress, aesthetic appreciation and spiritual awareness.

Broad Guidelines

1. Teaching and learning is a process of co-operative teamwork and the involvement of parents and others in the community is welcomed and encouraged.
2. We aim to promote a high degree of individual pupil responsibility and involvement. Within classrooms resources are organised to enable as much independent access as possible. Children are provided with challenging tasks which support differentiation and a variety of groupings are utilised. Teacher assessment is ongoing as well as QCA tests for each year group and SATS for year 6.
3. All members of the school community work towards the schools aims by:
 - a. seeing children as individuals and respecting their rights, values and beliefs.
 - b. fostering and promoting good relationships and a sense of belonging to the school community.
 - c. providing a well ordered environment in which all are fully aware of behavioural expectations.
 - d. offering equal opportunities in all aspects of school life and recognising the importance of different cultures.

- e. encouraging, praising and positively reinforcing good relationships, behaviour and attitudes.
- f. Working as a team, supporting and encouraging each other.

Role of Teachers and Support Staff

They are expected to:

- a. Provide a challenging and stimulating curriculum designed to enable all children to reach the highest standards of personal achievement.
- b. Recognise and be constantly aware of the needs of each individual child according to ability, aptitude and their learning preferences..
- c. Ensure that all teaching is progressive and has continuity.
- d. Maintain an up-to-date knowledge of National Curriculum programmes of study, and allow all children access to the National Curriculum, regardless of sex, ethnic origin and disability.
- e. Work collaboratively with a shared philosophy and commonality of practice.

All staff are encouraged to work on raising pupils self esteem in order to maximise their potential and create a positive learning environment.

Strategies

Our curriculum is organised into a subject based approach with increasing cross curricular links.

A variety of modes of working are utilised – group work, paired or individual tasks and whole class teaching where appropriate. Classes are normally of mixed ability, although matched ability groups are used for maths in the upper school. Relevant discussion and interactive, collaborative learning is encouraged, although there are times of the day set aside for quiet individual tasks.

Peripatetic music specialists are used for string and wind tuition. HLTAs and TA support classteachers in the delivery of the curriculum, having a raised profile in the life of the school.

Volunteer helpers, mainly parents, but also students from the University, assist in some classrooms with general tasks, listening to readers. Secondary school pupils and FE Students on work experience are welcomed into the school.

The emphasis of our teaching and learning policy is on first hand experience and we encourage children to participate freely in investigational work, to communicate findings, in a variety of ways and become actively involved in decision making.

Excellence is celebrated in display and performance. Each child is given the opportunity to have work of a high standards displayed at some time during the school year, school events such as concerts and plays are seen as opportunities for all pupils to demonstrate their abilities. Samples of pupils work are placed in the children's own portfolios.

Planning

Planning is a process in which all teachers are involved. The foundation for curricular planning is the SDP developed through a process of collaboration between staff and approved by Governors.

Policy Documents and Schemes of work are developed by Subject Leaders in collaboration with the whole staff. These are subject to review and redrafting.

Weekly plans clearly identifying learning intentions are written by individual teachers and monitored by the Headteacher/Subject Leaders.

Regular staff meetings are used to discuss various aspects of the curriculum and to ensure consistency in approach and standards.

PPA is now part of the school week for all teachers.

The Role of Curriculum Co-ordinators

Subject Leaders fulfil a variety of roles. They take the lead in policy development and the mapping of schemes of work. They offer support to colleagues, monitor progress in curriculum areas, take responsibility for the purchase and organisation of specific resources and are expected to keep up to date through reading and attending relevant courses. Subject Leaders are involved in the SSEP.

The Role of Children

Children are encouraged to be good citizens, to create a caring environment, use their initiative in fundraising and their commitment to achieving high standards of work and behaviour. They are expected to have a positive response to learning

making full use of the opportunities presented. Children are involved in class and school councils which participate fully in the life of the school.

Assessment and Record-Keeping

Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has already learned and what therefore should be the next stage of learning. Assessment is a continuous process, carried out by teachers in the course of their teaching.

Suitable tasks for assessment include:

- a. Small groups discussions, often in the context of a practical task.
- b. Specific assignments for individual pupils.
- c. Individual discussions in which children are encouraged to appraise their own work and standards.

Records are kept for each child throughout the year. Individual Portfolios of Children's assessment tests are kept throughout the child's time at school. Records are retained and are passed on to the next school when children leave. Children are involved in the target setting process.

Summative assessment is carried out at the end of each school year through tests and teacher assessment. On completion, the results of children's individual achievements are made available to parents.

Informing Parents

Parents are informed of their child's progress and development through open evenings and annually through a written report.

Parents are aware that they may meet with the class teacher or the Headteacher at any time to discuss any particular concerns.

Resources

Each year group is currently equipped with a collection of resources for each area of the curriculum.

All resources should be appropriate, accessible and clearly labelled. Children are made aware of where resources are kept and the rules for their access and use. Children are encouraged to act independently on choosing, collecting and returning resources where appropriate. Teachers and children work together to

establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.

Stationery and resources are ordered by the Headteacher and stored centrally.

Staff Training

All staff have the opportunity to attend LA-run courses and Inset organised by other agencies. Subject Leaders attend network meetings throughout the year. Relevant information is passed on to other staff through Inset Days and Staff Meetings.

Success Criteria

- a. To have created a stimulating and effective learning environment.
- b. To develop fully within each child their academic, physical, spiritual and creative potential.
- c. To deliver effectively a broad and balanced curriculum which extends beyond the requirements of the National Curriculum and Religious Education.

We can measure our success against the following:

- Self - evaluation
- LA/and Inspection Reports
- Results of Statutory Assessment and Tasks
- Reading Levels
- Parental Involvement and approval
- Admission numbers
- Secondary Transfers

Review of Policy

This policy is to be reviewed annually.

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