

Newberries Primary School



Teaching and Learning Policy

Play Together, Learn Together, Achieve Together, Grow Together

This policy has been negotiated with the Professional Associations/Trade Unions and is recommended for adoption.

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Introduction

At Newberries Primary School we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential. We aim to identify individual children's needs, to recognise the skills, experience and cultures that they bring to school and to ensure equality of access to the curriculum.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others and teach them to respect other people's feelings;
- encourage collaboration where talk is central to learning;
- show respect for the diverse range of cultures and in so doing, to promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens.

Effective learning

People learn in many different ways and respond best to different types of input (visual, auditory and kinaesthetic); we therefore deliver teaching in different ways to address the needs of all our learners.

We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged, but where they enjoy learning, and know that they will succeed.

Where needed we would support children's language needs by using appropriate resources and teaching strategies.

Concerning the structure of a lesson we:

- connect the learning with previous work;
- give learners the 'big picture' of the whole lesson;
- explain and display the learning objectives and why the lesson is important;
- present the information in a range of styles;
- allow opportunities for the pupils to build up their own understanding through various activities and groupings;
- allow opportunities for talk and discussion;
- review what has been learnt, and so increase recollection;
- provide feedback, celebrating success and reviewing learning strategies;

- outline the next steps in the learning before moving on.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving;
- research and enquiry;
- group work; pair work; independent work; whole-class work;
- asking and answering questions;
- use of ICT and new technologies;
- fieldwork and visits to places of educational interest;
- creative activities;
- use of multi-media resources;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Effective teaching

When we are teaching we focus on motivating all the children and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use our curriculum overview to guide our teaching. This details what is to be taught to each year group.

1. Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Support Plans. Teachers modify teaching and learning as appropriate.
2. We value each child as a unique individual and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.
3. The school ensures that the needs of EAL children are identified and their level of English is assessed in order to set appropriate targets for them.
4. We set academic targets for the children in each year. We review the progress of each child at the end of the academic year, and set revised targets.
5. We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum and the Early Learning Goals these objectives are adapted if necessary. Our plans contain information about the key learning outcomes, tasks to be set, support and differentiation; the resources needed and the way we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.
6. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All staff follow the school's behaviour policy. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our Behaviour Policy. We try to ensure that all tasks and activities that the children perform are safe.

7. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed and permission obtained from the Headteacher. We inform parents, and obtain their permission, before the visit takes place.
8. We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children, and sometimes they work with small groups. They may also be used to support target pupils within lessons.
9. Our classrooms are attractive learning environments. We change displays at least once a term, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to English, Maths, Science and PSHE. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.
10. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice and plan their professional development.
11. We conduct all our teaching in an atmosphere of trust and respect for all.

The role of governors

Our governors support, monitor and review the school's approach to teaching and learning.

In particular they:

- monitor the effectiveness of the school's teaching and learning approaches through the school's self-evaluation processes, which include reports from subject leaders, the half termly head teacher's report to governors, and a review of the in-service training sessions attended by staff.
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that staff development and performance management both promote good quality teaching;
- support the use of appropriate teaching strategies by allocating resources effectively;
- monitor the school with regard to meeting the needs of the community it serves.

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' focus sessions to explain our approach to teaching aspects of the curriculum (e.g. English, Maths and Health Education);
- sending Curriculum Leaflets to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- sending a Curriculum Overview of the year to parents at the start of the Autumn term.
- sending parents an annual report in which we explain the progress made by each child, and indicate how the child can improve further and how they can help at home;
- explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work;
- informing parents of ways to keep their child safe when using ICT by sending home an Acceptable Use Policy.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents to:

- ensure that their child has the best attendance record possible, which includes avoiding taking long holidays during term-time;
- ensure that their child arrives at school on time;

- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home-school agreement.

Monitoring and review

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.