

Rothersthorpe CE Primary School



Policy on Teaching and Learning

1 Introduction

- 1.1 At Rothersthorpe CE 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.

2 Aims and objectives within a Christian framework

- 2.1 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.
- 2.2 We aim to:
- enable children to become confident, resourceful, enquiring and independent learners;
 - create a positive learning environment where success is celebrated, but where it is also safe to make mistakes.
 - 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;
 - show respect and tolerance for a diverse range of cultures and religions, including an understanding of British values, and in so doing, to promote positive attitudes towards other people;
 - ensure children have skills, knowledge and understanding to prepare them for the next stage of their education and life;
 - work in partnership with parents and carers to encourage each child to reach their full potential in terms of academic achievements, social and emotional development, aesthetic appreciation and moral and spiritual awareness;
 - Promote a good health and safety culture for all;

3 Effective learning

- 3.1 Research tells us that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching.

3.2 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed, (because they know the challenge will have been set at the right level). We therefore sometimes play music to accompany learning, provide 'brain breaks' at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water.

3.3 All teaching is structured to maximise learning opportunities, and lessons are planned that:

- build on previous learning;
- provide pupils with the 'big picture' of the lesson;
- give a clear explanation of the success criteria, and why the lesson is important;
- enable pupils to build up their own understanding;
- provide opportunities for pupil voice;
- are presented in a range of styles;
- scaffold pupil's learning and ensure effective teacher modelling;
- promote high pupil participation;
- provide highly effective and differentiated questioning;
- ensure challenge for all children;
- use a wide range of resources, including the latest I.T equipment;
- use creative approaches to the curriculum providing wide ranging links;
- group children in a variety of ways;
- involve pupils in their own assessment and peer assessment;
- provide opportunities for children to review what has been learnt;
- ensure feedback is provided to the children, celebrating success and reviewing learning strategies;
- indicate the next steps in learning;

3.4 Teachers plan a range of opportunities for children to learn in different ways. These include:

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of I.T;
- outdoor learning;
- cultural and spiritual;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching video clips and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity;

- 3.5 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.
- 3.6 There is some specialist teaching. For example, our MFL leader teaches French across KS2 with the occasional support from a specialised French teacher; our Maths Leader teaches problem solving and Coding across KS2 once a week; a part-time SEN Teacher teaches specific children across the school for elements of Maths and English; a qualified Sports Coach teaches elements of P.E across KS2 during teacher's PPA time.

4 Effective Teaching and Learning

- 4.1 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 the EYFS Framework and National Curriculum objectives to plan our teaching; this details what is to be taught to each year group. We also follow our school two year curriculum topic plan from EYFS to Year 6. These topics are also linked, as appropriate, to our daily Maths and English lessons.
- 4.2 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.
- 4.3 When planning work for our More-able/Gifted and Talented pupils we use a range of 'mastery' resources and activities from the National Association for Able Children in Education, (NACE) and Nrich for Maths and English. We also refer to our 'More Able and Gifted & Talented Policy'.
- 4.4 When planning for children with special educational needs and or disabilities, we give due regard to information and targets contained in their 'Targets for Inclusion' Plan and/or 'Health Education Plan'. Teachers modify teaching and learning as appropriate for children with disabilities.
- 4.5 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.
- 4.6 We set academic targets for the children each term, and we share these targets with children and their parents/carers. We review the progress of each child at the end of each term, and set revised targets.
- 4.7 We plan our lessons with clear success criteria. We take teaching objectives from the EYFS Framework and National Curriculum. Our lesson plans contain information about tasks to be set, differentiation, adult intervention, resources needed, and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.
- 4.8 Each of our teachers makes a special effort to establish good working relationships with all the children in the class. 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 of our teachers follow the school policy with regards to behaviour, discipline and classroom management. We expect all children to comply with the school ethos, values and rules that we have jointly devised to promote the

best learning opportunities for all. Teachers also set and agree with children the class code of conduct each September and expect all children to follow the agreed class code.

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.

- 4.9 We try to ensure that all tasks and activities that the children perform are safe. 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 various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place.
- 4.10 Teaching and Learning Support Assistants work with all children, either 1-1, small groups or year groups. They work alongside the teacher providing a planning programme of support for target groups, to reinforce or extend the learning objective. Adult volunteers assist in the classroom and on educational visits. They work with and at the discretion of the class teacher to whom they are assigned. It is the class teacher's responsibility to explain planned activities to the helper.
- 4.11 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 dictionaries, thesaurus', fiction and non-fiction books and a range of learning aids and resources. Each class has a display relating to the topic the children are currently working learning, as well as 'working walls' for Maths and English which are used as learning prompts for the children. There is also a role-play area in each classroom linked to the topic currently being studied. 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.
- 4.12 All of our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- 4.13 We conduct all our teaching in an atmosphere of trust and respect for all.

5 The Monitoring of Teaching and Learning

- 5.1 Teachers are monitored throughout the year. A well-structured appraisal system underpins the drive for high quality teaching and learning across the school. A plan for monitoring the curriculum is agreed by the Senior Leadership Team. Observations are made as part of the performance management whereby teachers are observed by the headteacher. Observations are also be carried out by a subject specialist as part of a focus in a particular curriculum area.
- Children's work is sampled throughout the year by the Headteacher, Senior Leadership Team and subject specialists and scrutinised carefully in line with expectations. Feedback is given to the staff encompassing areas of strength and development to support improvement.
- Pupil progress meeting occur at regular intervals throughout the year in order to ensure children are making optimum progress.
- Any pupils not making better than expected progress are monitored closely.

6 The Role of Governors

6.1 Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- 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 our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which includes information from subject leaders, the termly headteacher's report to governors, and feedback from in-service training sessions attended by staff.

7 The Role of Parents and Carers

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

- by holding parents' evenings and workshops to explain our school strategies for Maths, English and PSHE;
- by sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by sending parents and carers termly reports in which we explain the progress made by each child, and indicate how the child can improve further;
- by explaining to parents and carers 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.

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

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

8 Monitoring and Review

8.1 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.

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