



TANY'S DELL COMMUNITY PRIMARY SCHOOL & NURSERY

LEARNING & TEACHING POLICY

INTRODUCTION

This document is a statement of the aims, principles and strategies for Learning and Teaching at Tany's Dell Community Primary School and Nursery. It was developed through a process of consultation with teaching and non-teaching staff. A review of this policy was completed in September 2013 and it will continue to be reviewed annually.

RATIONALE

Learning and Teaching is the purpose of our school. It is the method through which we efficiently enable, empower, enhance and enrich the learning of children, teaching and non teaching staff, parents, governors and all others involved with this school. It is about opening minds and learning how to learn and understanding that making mistakes and finding things difficult are an important part of the learning process.

This document lays the foundations for the whole curriculum, both formal and informal, and forms the context in which all other policy statements should be read. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning the work of our school. Every child in our school is important to us. This policy covers Learning and Teaching in all Key Stages of primary education: Foundation Stage (Nursery and Reception), Key Stage One (Years One and Two) and Key Stage Two (Years Three, Four, Five and Six).

Our policy ensures that "*Every Child Matters*" and outlines how we endeavour to promote:

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- achieving economic well-being

PRINCIPLES

We see Learning and Teaching as:

- the process by which we challenge and enable people to reach their full potential academically, socially, emotionally, physically and spiritually;
- an opportunity for the whole school community to develop and enhance their basic skills of literacy and numeracy;
- the development of skills, knowledge and understanding;
- a vehicle for encouraging an interest in the world around us and for the development of citizenship;
- a partnership with parents and other agencies involved with the development of individual children;
- a method of meeting National Curriculum requirements, including Foundation Stage Early Learning Goals;
- providing equal opportunities to access the curriculum and school life, differentiated and supported according to individual needs and abilities;
- offering the opportunity to facilitate and manage learning in a safe, secure and stimulating environment.

AIMS

Our aims for Learning and Teaching are that all children will have had the experience to reach their full potential in academic and life skills before leaving Tany's Dell, they will:

- have strived to achieve their full potential in terms of knowledge and skills across the national curriculum and beyond;
- be able to take responsibility for their own behaviour and learning;
- have developed a positive attitude to learning and play;
- be able to communicate orally, in sign and gesture and in writing to convey meaning for a variety of audiences and purposes;
- have developed skills of citizenship and an awareness of the world around them, reflecting the aims and principles of the school's Equality Policy.

TEACHING

Our teachers work in close partnerships with colleagues to plan, deliver and evaluate Learning and Teaching. We plan our lessons with clear learning objectives which are taken from the National Curriculum or the Early Years Foundation Stage Curriculum. We deploy specialist teachers, Learning Support Assistants and other adult helpers as effectively as possible.

Staff are encouraged to develop and use a range of teaching styles and strategies to support children's learning. Consideration will be given to the nature of the activity and the preferred learning style of the child/class. It is therefore possible to see a range of teaching styles and strategies being used within the class and around the school.

We believe effective teaching is achieved when teachers:

- value and maintain high expectations of standards of work and behaviour;
- plan and deliver an enriched and varied curriculum, including developing skills of citizenship and awareness of the world around them;
- make effective use of outside providers, such as library etc... to enrich the teaching of topics as appropriate;
- recognise and are constantly aware of the needs of individual children according to ability and aptitude;
- vary teaching styles to meet the needs of individual learners, pairs, groups and the whole class;
- adopt effective strategies to narrow identified gaps in achievement;
- set appropriate targets for pupil progress, both in terms of the realistic and potential levels of achievement for individual, class or cohorts of children;
- differentiate work to suit the needs of all learners, including the more able, children with SEN, Hearing Impaired, EAL and all other vulnerable children;
- support children by following the SEN Code of Practice with an appropriate Individual Education Plan if applicable, and through liaison with the child, their parent / carer, the Inclusion Manager and any other relevant agency;
- build in assessment opportunities to inform future planning, ensure progression and record standards of attainment – see Assessment Policy;
- use *Assessment for Learning* techniques which involve children in setting their own personal goals and ensuring that they understand their next steps;
- evaluate daily and weekly plans to ensure that assessment has helped to inform the next stage in teaching;
- set homework as and when appropriate and in line with current guidelines set out in the Homework Policy;
- use the home school book to keep parents up to date with what their child is learning and encouraging comments on their child's progress;
- reflect on their own strengths and areas for development – planning their professional development accordingly;
- maintain an up to date knowledge of the whole primary curriculum, which is underpinned by the principles of ECM;

- respect the individuality of adults and children, affording them equal opportunities;
- are good role models - punctual, well prepared and organised;
- share all experiences which may contribute to improving school life;
- are honest and maintain a sense of perspective;
- maintain a sense of humour;
- work to individual strengths and support colleagues.

All staff members make a special effort to establish good working relationships with the children in the class. We treat the children with kindness and respect, treating them fairly and giving them equal opportunities to take part in class and extra curricular activities. Staff follow the school policy with regard to behaviour management. We conduct all our teaching in an atmosphere of trust and respect for all.

Our curriculum is structured so that:

- Primary subjects are taught through topic work which are enriched by making use of appropriate and effective cross curricular links
- English is taught in line with the National Curriculum. *Letters and Sounds* which is the national framework for teaching phonics, is used in Foundation Stage, Key Stage One and if necessary, Key Stage Two for identified pupils. In the Foundation Stage and Key Stage One, the Literacy Programme *Treehouse Tales* is used to develop pupils' sentence structure and basic punctuation. Guided Reading is also included in the daily timetable;
- Maths is taught in line with the National Curriculum.
- Planning for Nursery and Reception Classes follows the guidance for the Early Years Foundation Stage Curriculum;
- planning for Y1 to Y6 is derived from the Tany's Dell Curriculum Planner
- Spanish, as our chosen Modern Foreign Language, is being taught through the topic themes to enable pupils to grasp a basic knowledge of the language and culture;
- a range of strategies for grouping children are employed including whole class, small groups of mixed or matched ability as well as opportunities for individual work.

Curriculum Weeks:

By reviewing carefully the amount of time spent on some of the "extra curricula" activities such as sports days, concerts and other seasonal activities we have been able to allocate particular 'weeks' in which the usual timetable is abandoned or modified to enable classes to focus on a particular area of the curriculum. These are closely linked to the school's Key Priorities as identified in the Single Plan for school Improvement. Since 2010 we have held Curriculum weeks focusing on the following areas:

- Design and Technology (2 per year)
- Integrated Studies Week
- Science Week
- Scientist Week
- 'At the Movies' Week – Focusing on speaking and listening.
- Art Week – Linked to the National Gallery "Take on Picture" Project.
- Expressive Arts Week – Dance, Drama and Art
- International Week

All our policies are underpinned by the school's vision:~ *The Tany's Dell Way* and our motto:~ *Reach for the Stars.*

LEARNING

We acknowledge that people learn in many different ways and recognise the need to develop strategies that allow all children to learn in the best way that suits them.

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

- investigation and problem solving
- mantle of the expert
- research and finding out
- collaborative group work
- talk partners/opportunities for dialogue
- independent work
- whole class work
- asking and answering questions
- creative activities
- debates, role plays and oral presentations
- multi-sensory
- designing and making things
- listening
- first-hand experience, outdoor learning, visits
- building on personal experience
- self-directed learning
- use of multimedia
- participation in athletic or physical activity
- challenge and extension

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. It is our aim that everyone in the school community should go home at the end of each day having learned something new.

We therefore expect the children and all those involved in learning to develop the following strategies:

- to set themselves high expectations;
- to be attentive and listen carefully;
- to be prepared to contribute to discussions and debate;
- to be prepared to work individually, collaboratively in a small group or as part of a whole class lesson;
- to use observational skills to help ask questions, draw conclusions or make predictions;
- to contribute to a happy, organised and safe learning environment;
- to use resources carefully and in an organised way;
- to be self-motivated and willing to persevere;
- to develop a sense of autonomy particularly in reviewing and evaluating their own performance e.g., recording their self-assessments and making most effective use of the home-school book;
- to understand what help is available - that one only needs to ask.

Achievement is celebrated in various ways:

- each child is given the opportunity to have examples of their best work displayed at different times in the school year in class and corridor displays;
- excellence is celebrated on the good work galleries in classrooms and in the main corridor;
- sustained effort, including drafting and redrafting is encouraged to enhance standards;
- school events, such as concerts and drama, are seen as opportunities for all children (not just the most gifted) to demonstrate their own best performance;
- achievements may be added to the child's good work folder and shared with the whole school in assembly;
- Merit assemblies identify individual children's achievements and parents are invited to attend;
- Person of the Week assembly enables children to share something they are proud of with their parents and the rest of the school;
- class assemblies are held where children present whole class achievements to their parents and the rest of the school;
- badges, certificates merit marks and class bonus points are awarded for effort;
- home school books are used to communicate targets, progress and praise to parents;
- individual good work folders are kept and used to create Leavers' Folders, demonstrating the children's progress, which are then shared with parents as they move on to secondary education.

SCHOOL COMMUNITY

All members of the school community (children, staff, parents, governors and all visitors) **work towards the school's aims by:**

- valuing and maintaining high standards;
- being positive;
- communicating and working as a member of our team by ensuring a sustained knowledge and use of the matrix of communication;
- being fully aware of and implementing agreed policies in all areas of school life;
- evaluating, reviewing and contributing to any update of the School Development Plan;
- respecting each and every member of our team and the whole community;
- following the guidance laid out in the home/school partnership agreement.

STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

Planning, Monitoring and Review is a process in which all staff are involved, wherein:

- the Senior Leadership Team (SLT) takes responsibility for monitoring and evaluating school performance and planning the programme for any actions arising (See monitoring programme);
- the Middle Leadership Team (MLT) ensures all teaching is consistently good throughout the whole school
- collaborative phase meetings are held weekly to share ideas and good practice in all areas of Learning and Teaching and identify areas for improvement
- the topics are planned with the children and teachers then use the curriculum planner to ensure coverage and progression of skills.
- schemes of work for individual subjects have been developed by co-ordinators (in collaboration with the whole staff) or purchased from other providers to support Learning and Teaching;
- regular weekly staff meetings are used as a tool to drive school improvement. Teachers discuss various aspects of Learning and Teaching and ensure consistency of approach. The focus is on raising the quality of Learning and Teaching which has a positive impact on standards. These meetings are minuted in the staff meeting file which is kept in the

staffroom. All members of the school staff are encouraged to regularly look at the file especially if they have not been able to attend meetings.

THE ROLE OF THE SUBJECT LEADER AND/OR CO-ORDINATOR

Each teacher is accountable for the quality of their own teaching and their pupils' achievement, however, it is the role of Subject leaders and Co-ordinators to:

- take the lead in policy and curriculum map development and the production, purchase or review of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- review and update their subject development plan taking into account data regarding target setting and pupil attainment;
- support their colleagues in their development of detailed work plans and implementation of any scheme of work, as well as assessment and record keeping activities;
- monitor progress in their subjects through teachers' planning, work sampling, climate or learning walks, pupil and/or staff perception interviews, as well as interpreting data made available to the school on pupil progress and advise the Headteacher on action needed;
- take responsibility for putting together a curriculum bid to ensure funding is available to action priorities identified in the SDP;
- keep up-to-date with initiatives through reading and attending relevant courses and impart new learning to the other staff members as appropriate.

THE ROLE OF GOVERNORS

Our governors determine, support, monitor and review the school policies on Learning and Teaching. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful Learning and Teaching;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective Learning and Teaching strategies are in terms of raising pupil attainment and achievement;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's Learning and Teaching Policies through the school self-review processes. These include reports from subject leaders and the headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

They Governors have a great interest in curriculum delivery and are intent in ensuring that the children receive a broad and balanced education as well as monitoring the setting of appropriate and challenging targets. All members of the Governing Body visit the school to gain a clear understanding of the Learning and Teaching processes and to ensure the children are safeguarded well. All Governors are encouraged to provide a report of their visit or activity at the subsequent termly meeting.