

Cherry Dale Primary School

Cudworth Barnsley



LEARNING & TEACHING POLICY

REVIEWED APRIL 2014



'Together Everyone Achieves More'

Vision Statement

At Cherry Dale Primary School we have a vision which places children at its centre instilling in them a lifelong love of learning as moral caring individuals who are sensitive to the needs of others.

To achieve this we have developed a supportive and caring ethos and a flexible, challenging and purposeful curriculum that is relevant to our children and prepares them for the responsibilities and experiences of life.

Aims for Pupils

We aim to promote high achievement and learning for life by working to develop:

- Children as individuals with a sense of their own worth who are proud of their achievements and levels of attainment.
- Children with an enquiring mind and a spirit of curiosity who are eager to learn and keen to attend school.
- Children who are able to work independently and collaboratively with a developing sense of initiative and responsibility.
- Children who are kind, caring and considerate towards others.
- Children who contribute to and show respect for their learning environment.
- Children who enjoy taking part in exciting experiences that extend beyond the classroom.
- Children who are flexible, adaptable and prepared for the modern world and their lives in the future.

This is developed by the following:

- A curriculum that is creative and matched to the level and needs of our children which equips them with the skills and knowledge required for the 21st century.
- A safe and caring environment where children want to come to school because they feel secure and happy to learn within a culture of mutual respect.
- High quality teaching and challenging and supportive lessons which enables children to achieve high standards of behaviour and attainment in order that they reach their full potential.
- Rich and varied resources (including modern technology) which are matched to the curriculum in order to promote independent and collaborative learning in preparation for life in the future.
- A programme of extracurricular activities which is tailored to the needs of the whole child.
- A culture of celebration.
- A learning partnership between school home and the community.

We demonstrate our commitment to working as a caring community by:

- Striving for continuous improvement in all we do;
- Working collaboratively towards common goals;
- Being an Investor in People.

Effective Learning: where learning is effective, pupils ...

1. Are motivated to:

- Take an active interest in their studies through encouragement, support and involvement from their parents/carers.
- Improve their performance and are willing to learn from their identified areas for development as well as their strengths.
- Enjoy lessons and readily respond to the challenge of the tasks set.
- Try their best at all times so that they achieve their full potential.
- Care about the presentation of their work and look after resources.
- Lead their own learning.

2. Take responsibility for:

- Evaluating their achievement of learning objectives/outcomes.
- Concentrating on tasks set and listening attentively.
- Developing the confidence to raise questions, to try to find answers and asking for help when needed.
- Helping each other and working collaboratively, as well as independently.

3. Have developed or are developing the following learning behaviours:

- Perseverance with all tasks.
- Responding positively to opportunities given to extend their learning.
- The ability to modify and redraft work.
- Use appropriate knowledge and skills and apply them in a range of contexts, making connections where possible.
- A positive response to skills based teaching.
- Being prepared to be flexible in response to the needs of the 21st Century, eg. Using problem solving skills and thinking 'outside the box'.
- Being able to adapt easily to different ways of working.
- Evaluating their own work and how to improve it.
- Being able to decide the best approach to a task and the resources/support needed.
- Communicating information and ideas, offering comments and explanations.
- Feeling that they are valued by the school community and that their achievements are being recognised.

Effective Teaching:

1. All teachers will aim to provide high quality learning opportunities:

- Through carefully planned, well structured and paced lessons.
- By making aims and objectives explicit to pupils at the beginning of each lesson, ie Lesson Objective (L.O.) on the board and recorded in the child's work, where possible.

2. Lesson expectations:

- L.O. should be clear and on display for all classroom based lessons.
- Tasks must reinforce the L.O and be sufficiently challenging for all children.
- Success criteria, if appropriate, should be created/shared with the children so that the children know when they have achieved the L.O.
- Lesson planning should pay particular attention to differentiation and provision for More able pupils and those with SEN, including IEPs.
- Support staff are used effectively to work with groups or individual children, supporting IEPs where designated.

3. Lessons to be interesting and stimulating by:

- Creating a positive learning environment where children feel valued and inspired to be 'the best that they can be'.
- Devising imaginative/creative approaches to the development of knowledge and skills.
- Varying teaching styles, learning activities and the learning environment, including role play, to maintain pupils' interest and take account of learning styles.
- Using praise and positive reinforcement to foster self esteem, motivation and confidence.
- Regularly displaying examples of high quality pupils' work and a commitment to uploading evidence per class per half-term onto the School Website.
- Encouraging pupils to demonstrate their learning in a variety of forms.
- Effective use of ICT to enhance the learning experience, making strong cross-curricular links when appropriate.
- Setting and achieving high standards of behaviour and achievement.
- Using Assessment for Learning (AfL) to make ongoing judgements throughout a lesson and be flexible in response to children's needs.
- Using assessment data and target setting to identify differentiated requirements, eg. tasks and appropriate groupings.
- To explicitly share targets with children, building on prior learning.

Teachers need to ask themselves:

- What did the children learn?
- Is that enough? And did enough children learn?
- Was it worth learning in the first place?
- How is the above reflected in my next lesson plan?

Policy Links

In order that the Learning and Teaching Policy is effectively implemented it is important to recognise that it is underpinned by and reflective of other school policy documentation such as:

- Planning Policy
- Assessment and Marking Policy
- Individual Subject Policies
- Safeguarding Procedures
- Behaviour and Anti Bullying Policy

For further details or advice in relation to any aspect of this policy please refer to the above or speak to the subject leaders.

Monitoring and Review

The governing body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. This policy will be reviewed in April 2015 in view of impending national changes in relation to the revised National Curriculum and Assessment.

All the above aims will have due regard to recommended and adopted Safeguarding procedures and Policies.

Signed: _____
Headteacher

Dated: _____

Signed: _____
Chair of Governors

Dated: _____