



Teaching and Learning Policy

Introduction

At Otley All Saints Primary School we believe in the concept of lifelong learning and the notion that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. 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 develop positive self esteem and fulfil their potential.

Aims and Objectives

At our school we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential at an appropriate pace. Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- develop children's oracy, literacy and numeracy skills across the whole curriculum;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all 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 this community;
- help children grow into reliable, independent and positive citizens.

Effective Learning

We acknowledge that children have preferred learning styles which may be **visually, auditory** or **kinaesthetically** dominant and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. To promote effective learning we attempt to make our activities and whole teaching environment multi-sensory. We support learning by organising children into different groupings:

- whole class;
- ability group;
- mixed ability group;
- collaboratively with a partner;
- friendship group;
- independent.

We encourage children to take increasing responsibility for their own learning, to be involved as far as possible in reviewing what they have learnt, what helps them to learn and what their next step is.

Effective Teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the world we live in. We use the school's long term plan to guide our teaching. This sets out the curriculum coverage for each key stage. We plan our lessons with clear learning objectives based on the requirements from the Early Years Foundation Stage Curriculum, National Curriculum and Leeds agreed syllabus for RE. Our short term plans contain information about the tasks to be set, differentiation focuses for assessment. We evaluate lessons so that we can modify and improve our teaching in the future.

We plan in our teaching to include consolidation and extension activities to ensure learning is reinforced. Equally to meet the needs of the more able children we ensure a more challenging expectation/task is set. We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge, skills and understanding of the 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 childrens' Individual Learning Plans (IEPs). We have high expectations of all children, and we strive for their work to be of the highest possible standard whilst ensuring a broad, balanced curriculum. We set targets for the children in each academic year from Reception onwards, and we share steps towards their targets with children and their parents in meaningful terms. We review the progress of each child in the middle and at the end of the academic year.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school Behaviour Policy with regard to discipline and classroom management. By so doing we help to build positive attitudes towards school and learning in general. We deploy teaching assistants and other adult helpers effectively to meet the needs of the children. Our classrooms are attractive learning environments where display plays a very important role in promoting learning. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes high-quality work by the children.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

Monitoring

Monitoring of teaching and learning will take place as an integral part of the school's self-evaluation process of work sampling, planning, monitoring, classroom observations, review of targets achieved, attainment on entry and SATs results.

Equal Opportunities

Through monitoring learning and teaching, patterns of underachievement will be highlighted and subsequently addressed.

The Role of Governors

In determining, supporting, monitoring and reviewing the school policies our governors:

- support the Headteacher in the effective allocation of finances for resources;
- monitor buildings and premises to ensure high levels of health and safety;
- monitor the effectiveness of teaching and learning strategies in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of school teaching and learning policies through the school self-review processes.

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' evenings to explain our school strategies when appropriate;
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- updating parents on a termly basis on the progress made by each child and indicating how the child can improve further;
- explaining to parents how they can support their children with homework.

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

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with appropriate clothing 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 at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement;
- support children with homework.