



Policy:

Teaching and Learning

Adopted – March 2013

Member of staff responsible: Headteacher

Review Date: Spring 2017

Teaching and Learning Policy

Introduction

- At our school we believe in the concept of lifelong learning and the idea that both adult 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 lead happy and rewarding lives.

Aims and objectives

- We are a school where every child matters, is valued and is able to shine
- The school's ethos is one where a positive attitude of care and understanding is promoted, where Christian values are pivotal to the life of the school and where adults and children respect the faith and culture of other people. Children are always encouraged, motivated and supported to achieve the best they can in all aspects of the curriculum. We aim to develop a curriculum with learning and teaching outside of the classroom at its heart.

At Barrow 1618 Primary Free School we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster....

- A high level of literacy and numeracy and an enquiring mind which wants to learn more each day;
- Independent young people who are confident, flexible and able to cooperate with others;
- Imagination and creative expression through a wide range of media;
- Conscientious young citizens of our multi-cultural society who understand and celebrate diversity and respect others' values;
- Pride in achievement and a desire to succeed;
- Effective links between the school, the child's home and the community which promote aspiration and high expectations;
- Equality of opportunity for all;

Our vision will be realised by:

- Creating a safe and healthy learning environment; so that every child will know that they are valued, will enjoy learning, aspire to and achieve high standards and make excellent progress.
- Providing innovative and creative cross curricular education opportunities for all learners and enabling their independence as learners.
- Developing a flexible approach to teaching and learning within school and in the community thereby ensuring a rich variety of educational experience.
- We encourage an openness of attitudes towards the community in which the school is situated and concern for the needs and opportunities of the wider world.

The implementation of this vision will be the foundation from which our children will become successful learners, confident individuals and responsible citizens of the future.

Effective learning

- We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.
- We offer opportunities for children to learn in different ways. These include:
 - investigation and problem solving;
 - research and finding out;
 - group work;
 - pair work;
 - independent work;
 - whole-class work;
 - asking and answering questions;
 - use of the computer;
 - fieldwork and visits to places of educational interest
 - creative activities;
 - watching television and responding to musical or tape-recorded material;
 - 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 teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.
- We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills 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 children's Provision Maps. We have high expectations of all children, and we believe that their work here at our school is of the highest possible standard.
- We set academic targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of the academic year and set revised targets.
- We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum or the Primary National Strategies. Our lesson plans contain information about the tasks to be set for group and individual work. We evaluate all lessons so that we can modify and improve our teaching in the future.
- 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 policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these 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 school behaviour policy.

- We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.
- 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. Our adult helpers also assist with the preparation and storage of classroom equipment.
- Our classrooms are attractive learning environments. We change displays at least once a term, to ensure 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 fiction and non-fiction books, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and 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.

Target Setting

Targets are set in English and Mathematics for individuals and groups of children in Years 1 to 6. Literacy targets are based on reading and writing assessments and analysis of tests. They are discussed with children before being copied into their books for future reference. Numeracy targets are based on the work to be studied each term and analysis of previous assessments. They are shared with parents at the start of each term. Targets are discussed with parents at parents' evenings. Numerical targets are set in English and Mathematics for children in Years 1 to 6. These are on spreadsheets with SATs results, APP assessment and QCA test results to show children's progress.

Planning

We base our planning on; The National Curriculum (2014), Primary National Strategies and the Chris Quigley Key Skills documents.

Curriculum maps form long term planning to ensure coverage of the National Curriculum. Literacy and Numeracy are always taught to discrete year groups to ensure progression. We base Reception planning on 'Development Matters' and The Foundation Stage Profile. We also use transition planning in collaboration with local secondary schools. We follow the Agreed Hereford Diocese Syllabus for RE.

Medium term planning

This will include;

- Learning objectives and key skills to be covered within a unit.
- Content to be covered each week or over a sequence of lessons.
- References to Foundation Stage Objectives.
- Reference to the level/Step that the objectives are drawn from.

Short term planning

With the agreed format we highlight;

- Learning objectives;
- Show differentiated tasks for different whole-levels of abilities within the class
- We indicate what the Teaching Assistant will do.
- Reference to how ICT will be undertaken in different subject areas.
- Show Foundation Stage planning based on Foundation Stage Profile Objectives
- Provide clear success criteria and next steps in learning.
- Indicate assessment for learning opportunities.

Assessment for Learning

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success

- Is part of effective planning
- Focuses on how students learn
- Is central to classroom practice
- Is a key professional skill
- Has an emotional impact by promoting self-esteem
- Affects learner motivation
- Promotes commitment to learning objectives and assessment criteria
- Helps learners know how to improve
- Encourages self-assessment
- Recognises progress from child's previous best

We use these strategies to link assessment to better teaching and learning:

- Evaluation of one week's planning informs next week's plan
- Use of data from formal assessment to inform planning and setting
- Improvement time: children are given back work with suggestions as to how part of it might be improved, then allowed 10 minutes planned improvement time
- Assessment tasks, e.g. writing, numeracy, science: results used to inform future planning

The role of governors

- Our governors determine, support, monitor and review the school policies on 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 best used to support successful teaching and learning;
 - monitor teaching strategies in the light of health and safety regulations;

- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders within the School Development Plan and the termly headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

The role of parents

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

- holding parents' evenings to explain our school strategies and SATs;
- 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;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading and support for older children with their projects and investigative work.

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 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 at school;
- 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 review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Approval by Governing Body and Review Date

This Policy has been formally approved and adopted by the Governing Body at a formally convened meeting of the Curriculum Committee with delegated powers.

Adopted on: March 2013 by the Curriculum Committee

Member of staff responsible: Headteacher

Review date: Spring Term 2017