



John F. Kennedy Primary School

Policy on Teaching and Learning

1 Introduction

1.1 At John F. Kennedy 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. 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 place a particular emphasis on equipping our pupils with the basic skills they will need for the future. Without good communication, literacy and mathematical skill, individuals are severely disadvantaged throughout their lives – as learners, in the workplace and as parents, consumers and citizens.

2 Aims and objectives

2.1 We believe that people learn best in different ways. 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 Through our teaching, we aim to:

- ensure all our pupils reach their full potential and attain the highest possible standard in reading, writing and maths
- enable children to become confident, resourceful, enquiring and independent learners
- ensure children have the basic skills, they will need in the future, to function and progress at work and in society in general
- 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 for a diverse range of 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 it
- help children grow into reliable, independent and positive citizens.

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.

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 make sure that the children have access to drinking water.

We ensure the classroom environment is conducive to learning through effective organisation, high quality resources and displays which support and celebrate learning.

- 3.3 All teaching will be structured to maximise learning opportunities, and lessons will be planned in accordance with the following principles:
- the teaching should build on previous learning
 - the teaching should challenge all children at the appropriate level
 - the teacher should share the learning objectives, and why the lesson is important at an appropriate point
 - lessons should be presented in a range of styles
 - lessons should allow opportunities for the pupils to build up their own understanding through various activities
 - there should be planned opportunities for the children to review what has been learnt
 - opportunities for feedback to the children, celebrating success and reviewing learning strategies should be included
 - feedback should indicate what the next step in the learning will be.
- 3.4 We offer 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 ICT;
 - 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.
- 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.

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.
- 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 and provide appropriate challenge. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's education plans (EHCP/IEPs/Behaviour/Support). Teachers modify teaching and learning as appropriate for children with disabilities. More able and Gifted and Talented children are also planned for. 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.

- 4.3 We set targets for the children in each year in and we share these targets with children and their parents/carers. We review the progress of each child every term, and set revised targets. A particular emphasis is placed on achievement in English and Maths.
- 4.4 We plan our lessons with clear learning objectives. Our lesson plans contain information about the tasks to be set and the way in which we assess the children's work.
- 4.5 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, we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy and procedures with regard to positive behaviour. We have five school golden rules which we review regularly with our children, and we expect all children to comply with the 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 policy on behaviour.
- 4.6 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: if possible the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.
- 4.7 We deploy teaching assistants as effectively as possible. Teaching assistants support learning in class in English and Maths lessons. In classroom contexts teaching assistants should not be used as an alternative teaching resource for low attaining pupils. Teaching assistants add value to what teachers do and do not replace them for any pupil. Lessons should be organised so that pupils who struggle the most have as much time with the teacher as others. It is the responsibility of the teacher to ensure teaching assistants are fully prepared for their role in the class and to plan opportunities to evaluate pupils' learning. Teaching assistants are also used to deliver quality one to one and small group support through structured interventions.
- 4.8 We try to make our classrooms attractive learning environments. We ensure that all children have the opportunity to display their best work at some time during the year. Interactive displays are also used to support relevant learning in English, Maths and other curriculum areas. Displays are changed regularly to support and celebrate current learning. All pupils have access to a range of dictionaries and age appropriate fiction and non-fiction books. 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.
- 4.9 All of our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We support our teachers in developing their skills, so that they can continually improve their practice.
- 4.10 We conduct all our teaching in an atmosphere of trust and respect for all.

5 The role of governors

- 5.1 Our governors support, monitor and review the school's approach to teaching and learning. In particular, they:
 - support teaching and learning by allocating resources effectively
 - ensure that the school buildings and premises are used optimally to support teaching and learning
 - monitor classroom environments in the light of health and safety regulations;

- seek to ensure that our staff development and 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 include reports from subject leaders, termly head teacher's report to governors, termly progress meetings and reviewing of the in-service training sessions attended by staff
- take part in learning walks on specially designated open days for governors
- review teaching and learning, including new initiatives, through the teaching and learning sub-committee
- monitor teaching and learning in specific subjects through link governor meetings with subject leads.

6 The role of parents and carers

6.1 We believe that parents and carers have a fundamental role to play in helping children to learn. We ensure we inform parents/carers about what and how their children are learning by:

- holding curriculum meetings at the start of the school year and sending curriculum information to parents/carers at the start of each term
- sending parents termly pupil reports
- explaining to parents/carers how they can support their children with homework
- inviting parents/carers to termly parent consultations.

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

- to ensure that their child has the best attendance 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.

7 Monitoring and review

7.1 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.

Signed:

Date: September 15