

# TEACHING AND LEARNING POLICY



**Blackgates Primary School**  
**Mission Statement**  
**Our School Motto is "Celebrating Success"**  
**'Every Child Matters'**

At Blackgates we are proud to be an inclusive school providing a high quality, creative and challenging education within a secure, caring and happy environment, where every child experiences a sense of enjoyment and achieves full potential.

**Aims**

- a. To create a happy, caring school with equal opportunities for all.
- b. To develop lively, enquiring minds, enjoying the widest variety of life-long learning experiences.
- c. To develop a healthy lifestyle, where children are encouraged to make informed choices.
- d. To achieve excellence with pupils having high expectations of themselves and those around them in all aspects of school life.
- e. To continue to develop our already highly skilled staff.
- f. To provide a broad and balanced curriculum, using National Guidelines, where every child's needs are catered for.
- g. To welcome and develop home/school relationships, providing high quality information and good communication to overcome barriers to learning.
- h. To promote positive relationships, appropriate behaviour and good manners at all times.
- i. To develop personal, spiritual and moral values with respect for other races, religions and cultures.
- j. To enable children to understand the world in which they live and the interdependence of individuals, groups and nations.

Blackgates Primary School is committed to safeguarding and protecting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

At Blackgates Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity and that the culture and ethos of the school is one in which, whatever the heritage and origins of the members of the school community, everyone is equally valued. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

# **Rationale**

**At Blackgates Primary School, we agree entirely with the concept of lifelong learning, and the idea that both adults and children learn new things every day.**

**We firmly believe that learning should be an enjoyable experience for everyone i.e.' it should be fun'. Appropriate teaching and learning experiences help children to lead happy and fulfilling lives.**

**The purpose of this school is to provide learning and teaching which responds to the unique educational needs of each child.**

**Here a calm, happy and purposeful atmosphere is fostered, and an active partnership is promoted between children, parents and staff.**

**Children learn through their total experience, and this policy guides what the children and teachers do, how time is managed, the classroom organisation, and how a well-managed learning environment is created.**

**By placing the emphasis on learning rather than on teaching, we can ensure that children are given a better opportunity to learn effectively.**

## **Aims and Objectives**

**Our intentions are to help each child realise his or her maximum potential, in terms of their personal, social and educational development.**

**Through our teaching and learning we aim to:**

- Enable children to become happy, confident, independent and enquiring learners.**
- Develop interest and motivation.**
- Help the children gain success by ensuring that the given tasks match their ability, but are sufficiently challenging and stimulating.**
- Develop the children's self-esteem and help them build positive and rewarding relationships with other people.**

- Develop the children's self-respect and encourage them to respect the ideas, attitudes, values, beliefs and feelings of others.**

- **Show respect for all cultures, and thus promote positive attitudes towards other people.**
- **Enable children to understand and value their community and to feel part of it.**
- **Help children grow into reliable, independent and positive citizens.**
- **Promote active, independent learning, which provides opportunities for pupils to think, question, investigate, and take increasing responsibility for what they do. This will include much first hand experience, and the opportunity to experiment – vital elements of learning.**
- **Encourage discussion between pupils and teachers about learning programmes, expectations, targets, choices and decisions.**
- **Ensure continuity of learning, so as to ensure progression within and between classes, and at transition between schools.**
- **Provide a variety of learning experiences using various teaching and learning styles to cater for the differing needs of the children, and assessment methods that the pupils can understand.**
- **Provide a variety of working contexts including individual, pairs, small groups and whole class situations, plus trips, fieldwork, residential courses.**
- **Encourage pupils' families and wider community involvement enabling pupils to contribute to the community, and use it as a resource for learning**
- **Give opportunities for pupils to reflect upon and appraise their own work, to identify their own goals and to make appropriate choices.**
- **Guide and counsel the pupils, involving parents wherever practicable, to help pupils to recognise and assess their particular strengths and potential.**
- **Ensure that assessment and recording of attainment is an integral part of the learning process.**

# **Productive Teaching and Learning**

**The teacher is obviously a key person in the facilitation of learning. He or she has responsibility for the learning that takes place in the classroom, and for ensuring that it is effective for all pupils. In order for teaching and learning to be productive, teachers will have -**

- **A secure knowledge and understanding of the National and Foundation Stage Curriculum subject programmes of study and the SEN Code of Practice.**
- **Sound knowledge of the National Literacy and Numeracy Strategies and of the Science and Foundation subjects curriculum.**
- **The ability to motivate children to learn.**
- **The ability to plan and carry out activities**
- **Thoroughly prepared the session - vital in ensuring that the teacher can give full attention to helping children through the tasks, and accessing the learning which is taking place.**
- **Skill in asking appropriate questions and providing explanations.**
- **Ability to produce constructive marking and responses to children's work.**
- **Ability to use a range of contexts and resources to make subject knowledge comprehensible and interesting.**
- **Ability to provide differentiation, supporting and motivating less able children and planning more demanding work for the more able.**
- **Ability to pace lessons well and provide motivation**
- **Good working relationships with parents.**
- **High expectations of the children. We set 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.**
- **Skill to ensure that teaching is well matched to the children stage of learning and the ability to move them on.**
- **High expectations for accuracy, good presentation and the need to use critical thinking, creativity and imagination.**
- **Ability to encourage all the children to do their best**

- **Knowledge and use of a range of class room management skills, including those within the school behaviour policy.**
- **Detailed records of their work in school, and of individual children's activities and progress. (The school has a policy for planning, assessment, recording and reporting which must be adhered to).**

**The classroom environment is also a vital element in support of this. It has a fundamental influence on the way that both teachers and children work, think, learn and feel. The learning environment should be organised in a manner which allows the children to have opportunities to:**

- **Work individually, in various groupings and as a class.**
- **Make decisions.**
- **Work co-operatively.**
- **Solve problems.**
- **Be creative.**
- **Discuss their ideas.**
- **Develop social skills.**
- **Develop independence.**
- **Use initiative**
- **Receive support.**
- **Achieve academically.**

**Learning is developed more fully in an environment which is:**

- **Challenging and stimulating**
- **Peaceful and calm**
- **Happy and caring**
- **Organised – provides a working atmosphere**
- **Well resourced**
- **Encouraging and appreciative**
- **Welcoming**
- **Conducive to equal opportunities**

**In order to aid learning, support staff i.e. Teaching Assistants, Cover Supervisors and Higher Level Teaching Assistants will:**

- **Support the class teacher as directed (Some of the time will be specifically for the support of children with Special Educational Needs, and some will be for administrative tasks eg. display work.**
- **Help implement the school behaviour policy.**
- **Work with individuals and small groups, especially in Numeracy and Literacy.**
- **Support whole class sessions when appropriate (PPA)**
- **Welcome professional development.**

## **The Learning Environment**

**Classroom Layout should be organised to ensure that children have the opportunity to:**

- **Work individually, in pair, in a variety of groupings, and as a class.**
- **Make decisions**
- **Work co-operatively**
- **Solve problems**
- **Be creative**
- **Discuss their ideas**
- **Develop social skills**
- **Develop independence**
- **Use initiative**
- **Receive support**
- **Achieve academically**

**Learning takes place best in an environment which is :**

- **Challenging and stimulating**
- **Peaceful and calm**
- **Happy and caring**
- **Organised**
- **Well resourced**
- **Safe**

- **Makes Learning accessible**
- **Encouraging and appreciative**
- **Welcoming**
- **Committed to equal opportunities**
- **Well managed and conducive to learning**

## **Display**

- **Class teachers should include displays of children's art work, plus written and diagrammatic work from other areas of the curriculum.**
- **Teachers should maintain a high level of display so that all the children's achievements are celebrated, and the learning environment is enhanced.**
- **Celebration and working walls should be evident in all classrooms.**

## **Resource Management** –(another important element in effective learning)

- **Materials in all areas should be well organised, of good quality be clean, tidy, attractive, accessible and well labelled.**
- **Materials should be near the appropriate working area (as far as is possible)**
- **Stock should be checked and replenished as required.**
- **Children should be taught to care for equipment and not misuse or waste it.**
- **Relevant textbooks etc should be available in each classroom.**
- **The school library and classroom book areas should have a good selection of books, covering relevant areas for that particular age range. There are also many outside sources for the loan of books, artefacts and equipment.**
- **Each classroom has its own equipment and materials which should be well-organised and kept in good, safe condition.**

## **Routines and Rules**

**Routines and rules in the classroom contribute to a healthy learning environment.**

**To be effective they should be:**

- **Agreed by the children and clearly understood.**
- **Fair and consistent**
- **Realistic and positive**
- **Kept to a minimum, but enforced**
- **Daily activities with which the children are familiar**

**All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the Behaviour Policy.**

## **Achievement**

**Social, physical, creative and academic achievements are celebrated in many ways, as an on-going process in all aspects of school life, by:**

- **Verbal or written praise by teachers, peers, Headteacher and parents**
- **Displays of work**
- **Opportunities to perform or share eg. ‘Good Work Assemblies’**
- **The awarding of stickers, smiley face stamps, team points, reward charts, Investors in Pupils displays/awards, Reward trips and ‘star pupil’ certificates**
- **Sharing success with the community.**

**Teachers and indeed, support staff need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in this process, by encouraging self appraisal and target setting. Assessment is an integral part of both the teaching and learning process.**

## **Classroom Management**

### **Approaches to Teaching**

**There should be a good balance of individual, group and whole-class teaching. Teachers should choose carefully the style of teaching which is the most effective, and the groups will differ in composition and size for different activities.**

**There may be several different activities in progress, and at these times the teacher will be helping mainly one group or individual, whilst the remainder will be involved in planned activities that do not require teacher input. It is important that while this is in progress children stay on task. This can be aided by:**

- **Having well-organised and labelled resources**
- **Taking time to train children**
- **Ensuring children are aware of what they must do when they have completed an activity.**
- **Making children aware that the teacher does not always have to be the first in line of contact. Other children, students and volunteers can be used.**

## **Time Management**

**It is important that activities are well planned, so that each child is working at their correct level, that they can begin promptly and that the initial pace is maintained. A reminder list of tasks for children who have completed work ahead of their group is often useful. Efficient planning and classroom organisation will significantly reduce time-wasting activities.**

## **Supply Teachers**

**To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. The teacher's planning book will always be available showing lesson plans, timetables etc.**

## **Parents**

**We believe that parents have a fundamental role to play in helping children to learn. We keep them informed about what and how their children are learning by –**

- **Daily informal meetings, in Foundation Stage and Key Stage 1 as the children are brought and later picked up from school.**

- **More formal meetings eg. SAT's meetings and New Parent meetings.**
- **Sending curriculum information to parents.**
- **Termly class newsletters**
- **School newsletters**
- **Termly parent consultation evenings and sending annual reports to parents, in which we explain the progress made by each child, and indicate how they can help their child to improve further.**
- **Explaining to parents how they can support their children with homework eg. regular shared reading with very young children and a variety of suggestions to support their child's reading are explained fully in the parents reading booklet. Regular notes and letters are sent home to help parents help their child with homework.**
- **Inviting parents to contribute to IEP reviews and Annual Reviews/6 Monthly Reviews for children with Special Educational Needs.**

## **Voluntary Helpers**

**Voluntary helpers, including parents are a valuable resource, and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or for a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved. Volunteers should always be supported and made to feel welcome in the school.**

## **Curriculum Organisation**

**We fulfil the requirements of the National and Foundation Stage Curriculum, informed by the QCA documents and our programmes of study, and the special educational needs Code of Practice.**

# Planning

**Pupils follow the appropriate National and Foundation Stage Curriculum programmes of study through topics based on the specified attainment targets. A long term plan for each curriculum area details how the curriculum is covered. Medium term plans combine to form schemes of work for individual subjects. These are then broken down into short term plans, using standard formats, by individual teachers.**

## **Good Planning:**

- **Has clear objectives for learning, and how these will be achieved in a lesson, session or series of lessons.**
- **Summarises what pupils will do and the resources required**
- **Shows how knowledge and understanding can be extended and how the work will be adapted to suit children who learn at different rates.**
- **Includes provision for a variety of learning styles.**
- **Gives due regard to information and targets contained in the children's Individual Education Plans (IEP's)**
- **Contains information about the assessment of the children's learning.**
- **Is evaluated weekly, so that we can modify and improve the teaching and learning in the future.**

# Monitoring and Evaluation of Teaching and Learning

## **Curriculum Monitoring**

**Each curriculum co-ordinating team has the responsibility to support the effective teaching and learning of their subject in order to raise levels of achievement. This will involve the preparation of subject policies and schemes of work, the provision of appropriate teaching resources, and the offering of advice and support to colleagues. In order to achieve this, the co-ordinator also has the responsibility to monitor the quality of teaching and learning and use the evidence gained to prioritise future curriculum development.**

**Curriculum monitoring will involve one or more of the following through consultation with the class teacher:**

**Looking at the medium and short term plans-**

- **To ensure that there is consistency across a year group.**
- **To ensure that there are clear learning objectives.**
- **To ensure that the scheme of work is being followed.**
- **To see evidence of planned differentiation and appropriate activities.**

**Observing teaching of the subject-**

- **To monitor the quality of teaching of that subject.**
- **To ensure the learning objectives are made clear.**
- **To observe the use of teaching resources.**
- **To consider the response of the children to the lesson.**
- **To ensure the correct expectations are in place for what the children can achieve.**

**Providing feedback to the class teacher-**

- **Identify strengths in his/her teaching and areas for development.**
- **To provide support and advice for colleagues.**

**Collecting evidence for curriculum review-**

**The evidence gained from seeing teacher's plans and observing lessons will help the subject co-ordinator to build up a picture of-**

- **The quality of planning**
- **How the subject is being taught throughout the school.**
- **The levels of achievement being reached by different age groups.**
- **The quality of learning**

**This information will highlight aspects for training, additional resources or review of schemes of work. It can be used in the whole school audit that forms part of the preparation of a new School Improvement Plan, and so help decided future priorities.**

The Teaching and Learning Policy was formally adopted by Blackgates Primary School on -

Date.....

Review Date .....

Headteacher .....

Governing Body .....