

BROAD CHALKE CE PRIMARY SCHOOL

Teaching and Learning Policy

Mission Statement: With the love of God we learn, care, grow and share

1 Introduction

1.1 Vision

Our shared vision is that every child who leaves this school will have had a high quality education and gained the skills to become a life-long learner; they will have developed values, based on Christian ethics, which will inspire them to play a valuable part in their personal, family and community life.

We believe that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices and prepare them for their next steps in learning. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and objectives

2.1 School Aim

To provide a secure, happy and nurturing environment in which children develop their self-confidence and are challenged to fulfill their potential underpinned by an understanding of the Christian faith and their own personal values as well as a respect for other faiths and cultures.

2.2 Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- 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, responsible, independent and positive citizens.

3 Effective learning

3.1 We provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. We take this into account when planning for their learning.

3.2 We offer opportunities for children to learn in different ways. These include:

- investigating and problem solving;
- researching and discovering;
- group work/ pair work / independent work / whole-class work;
- asking and answering questions;
- using ICT
- fieldwork and visiting places of educational interest;
- creative activities;
- using digital media;
- debating, role-play and verbal presentations;
- designing and constructing;
- understanding that making mistakes is an essential part of learning;
- participation in physical activity.

3.3 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.

4 Effective teaching

4.1 We have high expectations of all teachers and their impact on children's learning. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use a long term plan which sets out what is to be taught to each year group.

4.2 We base our teaching on our knowledge of the needs of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability including those with SEN or those on the MAT register.

4.3 We set targets for the children in each academic year. We regularly review the progress of each child and set revised targets when they move into their next class. There is a handover session for staff where information on each child is shared with the receiving teacher.

4.4 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum. We strive to provide the very best practice and endeavour to make learning enjoyable, exciting and stimulating for all children.

4.5 The staff establish good working relationships with all children in the class. We treat the children with kindness and respect 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 teach children to follow the Golden Rules. We praise children for their efforts and help to build positive attitudes towards school and learning. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy. It is unacceptable for poor behaviour to interfere with teaching and learning.

4.6 We take all reasonable steps to ensure that all tasks and activities are safe.

4.7 Our classrooms are attractive learning environments which reflect the topics studied by the children. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality learning.

4.8 All our teachers reflect on their practice 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.

5 The role of governors

5.1 Our governors:

- support the use of appropriate resources for teaching and learning by approving the SDP and budget;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- 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 through our self-review processes. These include reports from subject leaders and headteacher's reports which include a review of staff training.

6 The role of parents

6.1 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 for teaching e.g. literacy, numeracy, health education;
- posting on the school website an outline of the topics that the children will be studying during that term at school;
- sending 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 with very young children, and support for older children with their projects and investigative work.

6.2 We believe that parents have a responsibility to support their children's learning by:

- ensuring that their child has the best attendance record possible;
- ensuring that their child is equipped for school with the correct uniform and PE kit;
- doing their best to keep their child healthy and fit to attend school;
- informing school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promoting a positive attitude towards school and learning in general;
- fulfilling the requirements set out in the home/school agreement.

7 Monitoring and review

7.1 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.

Ratified by FGB: March 2014

Reviewed: February 2017

Next review due: March 2020