

TEACHING AND LEARNING POLICY

GILDERSOME PRIMARY SCHOOL



Reviewed Autumn 2014

Next review Summer 18

Gildersome Primary School Teaching & Learning Policy



At Gildersome Primary School, we pride ourselves on being an aspiring, caring and forward thinking school with traditional values at its heart. Everything we do is centred around the needs of our children whether that be on an individual, group or class level. It is our duty to ensure that our children receive a daily experience rich in engaging activities which promote thinking, independence and challenge. Our

committed staff facilitate this through building strong, nurturing relationships in partnership with children and their parents / carers and by providing stimulating experiences; learning should be fun!

Aims and Objectives

We strive to create a culture in which learning is valued and appreciated by others. If we lay the foundations effectively, we will equip our children with the skills, knowledge and understanding to be able to make informed choices about their own pathways throughout their lives. The aim of this policy is to promote consistency and high standards in every class to ensure our children receive the experiences we believe in so that they will show an enthusiasm for and an enjoyment of learning.

Effective Learning

Teachers will:

Create an organised, stimulating and inviting classroom environment in which children feel safe and happy.

Give lessons a real life context wherever possible.

Establish high expectations of attitude to learning and behaviour.

Understand that the children in their class learn in different ways and plan accordingly.

Provide regular opportunities for children to learn practically through resources provided, investigation and problem solving activities.

Allow children to work in a variety of different ways: individually; in pairs; in groups.

Make use of working walls which will be well positioned for easy use during teaching sessions and easily accessible for children.

Share targets and next steps with children.

Set expectations about appropriate noise levels which suit the task ensuring a mixture of group, and collaborative experiences.

Learners will:

Respect their environment and keep it tidy.
Feel safe and valued.

Understand the reasons why something is relevant and understand the usefulness of the skill.

Decide what the ethos for their classroom should be by creating a class promise and feel involved in the process.

Have opportunities to access the curriculum via different learning styles and use different approaches to adapt to the situation.

Be enthused and engaged and show excitement to complete a task.

Develop their communication and collaborative skills.

Learners will be focused on what they are learning and see the bigger picture in terms of outcomes.

Know their targets, next steps and teacher expectations and apply them to their work.

Understand the need to adapt to different working atmospheres to suit the task.

Effective Teaching

Teachers will:

Plan lessons with flexible structures to accommodate the needs of all children.

Provide stimulating, purposeful and relevant contexts for learning.

Take account of prior learning and interests of the children when planning

Promote a culture of taking risks

Plan innovative, exciting lessons which progress with pace.

Use a variety of challenging, thought provoking and open-ended questions.

Allow thinking time and / or use of Talk Partners before expecting an answer to a question

Give clear expectations about the purpose of the activity and what should be achieved before the end of a session and ensure that children understand the learning objective.

Give opportunities to talk, listen and share.

Share planning with TAs before lessons so that roles are clearly defined, making their interactions with children effective.

Communicate effectively with TAs to ensure that feedback is given about next steps.

Use ICT wherever possible to enhance learning experiences.

Use inspiring stimuli to introduce new topics such as trips, visitors to school and artefacts.

Promoting Independence and Reflection

Teachers will:

Assess children regularly and adapt planning to meet the needs of individuals, small groups and the class.

Learners will:

Receive teaching which addresses their needs individually and as a group.

Have their views and interests taken into account whenever possible

Extend their learning as they will be building upon the foundations of what they already know and enjoy.

Challenge themselves to progress by learning through their mistakes.

Feel motivated and engaged.

Develop thinking and analytical skills.

Feel confident in responding to questions and know that their voice has been heard.

Know what is expected of them, why it is important and rise to the challenge.

Improve communication skills and learn from their peers.

Feel supported and challenged by teachers and TAs.

Communicate effectively with adults to share how well they have progressed.

Be engaged and motivated whilst developing these skills.

Be interested about acquiring new experiences.

Learners will:

Have activities personalised for their needs and will therefore progress.

Plan lessons in which children are expected to think for themselves and be stretched to just beyond the level they feel comfortable with.

Expect children to make links across lessons and subjects which build on previous learning.

Encourage a climate in which children will ask questions of adults and their peers.

Mark children's work regularly and ensure that children are given time to reflect and act upon comments made.

Give children the opportunity to earn roles requiring responsibility within the school setting.

Provide a variety of resources and expect children to get them out and tidy them away.

Encourage children to identify their own strengths and areas for development.

Teach children how to peer assess constructively in relation to the given objective and then use regularly (age appropriate)

Adhere to the school marking policy.

Give children time to review learning against the given objective and expected outcomes / success criteria.

Promoting Personal and Emotional Development

Teachers will:

Provide children with opportunities to develop a sense of self-respect, self-confidence, self-discipline and self – reliance as well as an awareness of and sensitivity towards the needs of others.

Encourage children to understand the difference between right and wrong.

Expect children to participate in activities which develop enquiring minds and the ability to think critically and creatively and show resilience.

Become more independent and be challenged to take responsibility for their own learning.

Apply objectives taught to them independently and spontaneously in new situations.

Feel confident to question and challenge adults and peers to deepen their own understanding.

Become more reflective about their work and will understand how it can be improved.

Carry out roles given to them with diligence and maturity.

Respect school property and work together to ensure that their classroom environment is safe, tidy and conducive to learning.

Feel involved in the target setting process and will take responsibility for their own development.(age appropriate)

Use success criteria to assess and improve their own and their peers' work

Know the things they have done well and also how to improve.

Be aware of their own strengths and weaknesses and can set themselves targets for improvement (age appropriate)

Learners will:

Value and recognise their own personal needs and those of others.

Make sensible decisions about their own actions and accept responsibility for them

Show determination and perseverance and remain on task.

Make school a welcoming and exciting place to be.

Treat children with respect whilst maintaining a climate in which clear behaviour expectations are implemented.

Ensure that children have an appreciation of how a healthy lifestyle can be established and maintained.

Promote spiritual and moral awareness and recognise that differences between different cultures should be celebrated.

Include the teaching of and support for, the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Expect KS2 children to enter the classroom with the equipment they need to participate in the lesson.

Praise

Award house points for positive behaviours both in and outside of the classroom.

Give the merit box to one child at the end of every week who has shown the qualities outlined in this policy.

Value cognitive and meta-cognitive behaviour in children as well as academic achievement.

Display children's work in the classroom or on the display board outside the classroom door.

Promote a positive culture through the use of appropriate verbal praise.

Role of Governors

The Governing Body supports, monitors and reviews the school policy on Learning and Teaching in the following ways:

Want to be at school whenever they are well enough and will arrive punctually.

Show respect to adults and peers and behave well.

Make informed decisions which will impact positively upon their own health and well-being.

Be tolerant towards and curious about the beliefs of others.

Show tolerance and respect of those with different faiths and beliefs.

Understand the rule of law and how it relates to school.

Have opportunity to be a representative for children as part of the School Council and know that they can have their views heard and valued

Organise themselves with the equipment needed.

Receive commendations in assembly for 10 house points in any one week and add to the overall total for their House.

Be given the merit box to take home and enjoy over a weekend and be presented with a badge during Monday whole school assembly.

Feel that their approach to working is recognised as well as their academic successes.

Feel proud that their work has been displayed for others to see.

- View and monitor the effective deployment of resources.
- Monitor teaching strategies in light of health and safety regulations.
- Ensure that staff development and performance management systems promote high quality teaching.
- Monitor the school development plan to ensure teaching and learning is always high on the agenda.
- Checking that the school building and premises are conducive to supporting effective learning and teaching.
- Monitor pupil attainment and check that learning and teaching strategies are effective.
- Regularly review this policy in line with statutory requirements.
- Provide the Teaching and Learning sub-committee with head teacher's reports.

Role of Parents / Carers

Parents and carers have a fundamental role to play in ensuring the best possible outcomes for their child. We strive to form strong relationships which work in a partnership between school, the child and their parents / carers. This is done in the following ways:

- As children start at Gildersome, the Headteacher and class teacher work closely with the family and arrange familiarisation sessions for the child to ensure that their move here is as smooth as possible.
- We strive to build children's self-confidence and passion for learning by liaising closely with parents or carers about any particular need their child may have.
- At the end of an academic year, parents will receive a detailed report summarising their child's achievements and they are encouraged to discuss this with staff should they feel the need to do so.
- Parents should ensure that we have up to date contact details in the event that we need to speak to them during the course of the school day.
- At the start of every academic year, all class teachers invite parents and carers to attend a meeting which outlines the curriculum, aims and expectations for their children and parents are encouraged to attend.
- Parents are expected to attend a consultation meeting twice yearly to review their child's progress with the class teacher
- We ask that parents make every effort for their children to attend school regularly and punctually. This includes not taking holiday during term time so that learning is not interrupted.
- Parents and carers sign a home / school agreement stating that they will support us in our aims and ethos.
- Homework will be set regularly and we ask that parents will support their child in completing this on time and that they will sign their homework dairy and use it as a means of communication between home and school.
- We ask that parents inform us if their child is going to be absent and if they do not, we will contact them every morning the child does not attend school.

