

Teaching and Learning Policy

Co-ordinator: Mrs. S. J. Joyce

At Swinton Queen Primary School we believe in the concept of lifelong learning and 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, it should be fun. 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.

We take into account six priorities as highlighted in our Mission Statement.

- Playing our part
- Learning together
- Achieving our goals
- Enjoying what we do
- Keeping safe
- Being healthy

We believe that people learn in different ways. At our school we provide a rich and varied learning environment that:

- Allows children to develop their skills and abilities to their full potential
- Enables children to become confident, resourceful, enquiring and independent learners
- Fosters children's self-esteem and helps them build positive relationships with other people
- Develops children's self-respect and encourages children to respect the ideas, attitudes, values and feelings of others;
- Shows respect for all cultures and, in doing so, promotes positive attitudes towards other people;
- Enables children to understand their community and helps them feel valued as part of this community;
- Helps children grow into reliable, independent and positive citizens;
- Makes children aware of the role that economy plays in society.

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to access learning. The psychologist Howard Gardner identified seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

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

- ❑ Research, investigation and problem-solving;
- ❑ Group work;
- ❑ Pair work;
- ❑ Independent work;
- ❑ Whole-class work;
- ❑ Asking and answering questions;
- ❑ Use of information technology;
- ❑ Fieldwork, educational practitioners and visits to places of educational interest;
- ❑ Creative activities;
- ❑ 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.

When teaching we focus on motivating the children and building their skills, knowledge and understanding of the curriculum. We use the school schemes of work 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 Individual Education Plans (IEPs). We have high expectations of all children, and we believe that their work here at Swinton Queen Primary School should be of the highest possible standard.

We set academic targets for the children in each academic year. 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 Strategy. Our lesson plans contain information about

the tasks to be set, the resources needed and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

All of our staff make 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 and extra-curricular activities. All our staff follow the school policy with regard to behaviour 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 and reward children for their efforts and, by doing so, 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 safety is paramount in all tasks and activities that the children undertake, both on and off site.

We deploy learning 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. They now have a wider role as cover supervisors and HLTAs to ensure continuity during the teachers' PPA time.

Our classrooms are attractive learning environments. We change displays at least once a half-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, numeracy and topic. 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 staff reflect on their strengths and areas for development and plan their professional development needs accordingly. We do all we can to support our staff 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.

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;
- ❑ 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 and the annual Headteacher's report to governors.
- ❑ Ensure premises are safe.

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

- ❑ Holding parents' curriculum evenings to explain our school strategies for teaching literacy and numeracy;
- ❑ 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 and regular weekly updates on the newsletters. This is followed by a Family Assembly where children share their work.
- ❑ Sending regular reports to parents commenting on behaviour and setting targets to maintain or improve this.
- ❑ 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.
- ❑ Holding parents evenings once a term to reflect on their child's progress.

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 dress code 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.

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.

