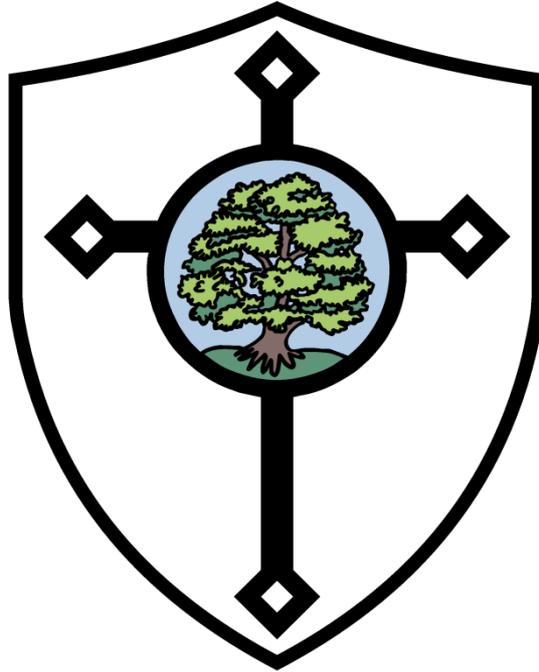


# **The New Forest C of E (VA) Primary School**

**at Landford, Nomansland & Hamptworth**



## **Teaching and Learning Policy**

**Adopted: March 2015**

**Last reviewed/approved: October 2018**

**Review: annually**

**Status: non-statutory**

## Teaching and Learning Policy

**The New Forest Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment. We have adopted the 'Fruits of the Spirit' (Galatians 5:22) as our school values and expect these to be demonstrated by everyone in our school in accordance with our mission statement**  
***'Growing and Learning Together through Christian Values'.***

### 1. Aims and objectives

At The New Forest Primary School, we believe in lifelong learning, recognising that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills to make informed choices about the important things in their lives, encouraging them to become independent, confident young people. We aim to ensure that all children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil participation, enjoyment and achievement. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

#### **We aim for our children to:**

- Grow in the Christian Faith
- Achieve their best and strive for excellence
- Develop resilience
- Respect each other and themselves
- Express their creativity
- Develop skills for a continually changing world

At The New Forest Primary School, we believe it is essential that children are inspired and motivated to do their very best. To achieve this aim, it is important that children find their work both interesting and enjoyable, but above all, purposeful. We have the expectation across our whole school that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and progress.

At The New Forest Primary School we ensure that all teaching and learning is fully embedded in our own school values and the wider British Values shared within the school.

### 2. Effective learning

We understand that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best.

#### **We believe that children will be best placed to learn when they:**

- Feel safe and happy
- Are confident, feel secure and know the boundaries
- Are interested and motivated, challenged and stimulated
- Are engaged in their learning
- Develop independent learning strategies
- Can feel proud of their success at all levels
- Clearly understand tasks and learning objectives which match their ability

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

- Investigation and problem solving
- Research and finding out
- Group work
- Paired work
- Independent work
- Whole-class work
- Asking and answering questions
- Use of ICT and emerging technologies
- Fieldwork and visits to places of educational interest
- Creative activities
- Watching media, responding to musical and recorded material
- Designing and making things
- Participation in athletic or physical activity
- After school clubs
- Guest visitors and performers
- Allowing them to access relevant resources

### **3. Effective teaching**

We expect every teacher to consistently deliver good teaching and learning experiences whilst striving for outstanding as often as possible. We have established an agreed set of Non-Negotiable expectations which outline ways in which we ensure that we provide a consistently high standard of provision for our children.

By adopting a whole school approach to teaching and learning across our school, we aim to:

- Provide consistency of high quality teaching and learning (consistently good/outstanding) across our school
- Enable teachers to teach as effectively as possible
- Enable children to learn as efficiently as possible
- Give children the skills they require to become effective lifelong learners
- Provide an inclusive education for all children
- Learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared both within our school and with our partner schools

In order to ensure consistency and high quality teaching and learning all teachers will:

- Use 'What?' to share and develop learning objectives
- Use 'Why?' to provide a context and purpose for the learning experience
- Use 'How?' to create and explain success criteria with children, ensuring that they know how to succeed
- Carefully differentiate learning activities using Walk, Jog and Run, enabling children input in deciding the level of challenge
- Have high expectations of all children and use prior assessment to inform planning

**In order to create a positive learning environment, teachers will ensure that:**

- They create an ordered, secure and safe atmosphere
- Good quality resources are freely available
- Classroom rules and procedures are explained, understood and adhered to and, whenever possible, mutually agreed
- Classroom routines are well established

- The environment is stimulating and attractive
- Their expectations are understood in relation to behaviour, working practices and the outcome of each activity
- They praise positive behaviour and working practices
- They differentiate tasks when appropriate according to abilities using Walk, Jog and Run
- Classrooms have, if possible, no invisible areas and there is clear access to equipment
- Children have opportunity to work in a variety of groupings including friendship groups
- Children have their own private space, e.g. desk or tray
- Classrooms are kept tidy by the children
- They demonstrate respect for the children's work, accepting their ownership of it
- Displays are of a high quality and regularly changed

**In order to motivate pupils teachers provide:**

- Stimulating experiences
- Differentiated work matched to previous learning experiences
- Appropriate tasks
- Praise and encouragement
- Acknowledgement of achievement
- Regular, positive and constructive feedback which helps pupils to progress in their learning
- Time to reflect and act upon the feedback given
- Positive interactions
- Tasks with clear objectives and expectations which offer the possibility of success according to mutually understood criteria and maximise opportunity for open-ended investigations and independent learning
- Activities with meaningful and relevant contexts

When teaching we focus on motivating the children by setting exciting and enjoyable challenges and building on their skills, knowledge and understanding of the curriculum. We use the National Curriculum (2014), Early Years Foundation Stage Curriculum and Salisbury Diocese RE Agreed Syllabus to guide our teaching, ensuring progression throughout the school. Curriculum maps for each subject set out the objectives and details of what is to be taught to each year group.

We base our teaching on our knowledge of the children using assessment for learning strategies. 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 with clear and shared learning objectives. When planning work for children with Special Educational Needs we give due regard to their individual needs and targets. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We have high expectations of all children and we aim to provide work of the highest possible standard. We aim to set challenging opportunities for more able pupils and support for those who find learning more difficult.

We set academic targets with the children throughout the year and we share these targets with children and their parents. We formally review the progress of each child three times a year and set revised targets through Pupil Progress Meetings between the Senior Leadership Team and class teachers. Teachers provide constructive and supportive feedback, both verbal and written, to children and provide time for them to reflect upon it in order to improve their understanding.

Our teachers are expected to model our school's Christian values based upon the Fruits of the Spirit. We believe that strong and supportive relationships are key in ensuring children feel safe and valued at school in order that they are ready to learn. All school staff are expected to demonstrate mutual respect and understanding of British values.

#### **4. Monitoring the quality of teaching and learning**

The Head Teacher and Subject Leaders will regularly monitor the quality of teaching and learning through:

- Lesson observations
- Scrutinising planning
- Work sampling
- Children conferences
- Focussed walks

The Head Teacher will also invite other professionals to the school to support high quality teaching and learning.

## **5. The role of the learners**

Children are expected to take an active role in their learning through:

- Being involved in creating and developing learning objectives (What?)
- Choosing their level of challenge, with guidance from their teacher (Walk, Jog & Run)
- Expressing their views within class discussions and through the school council

## **6. The role of governors**

Our governors monitor and review the school policies on teaching and learning. In particular they:

- Ensure that school buildings and premises are safe and best used to support successful teaching and learning
- Monitor teaching strategies in the light of Health and Safety regulations
- 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's teaching and learning policies through the school self-review processes. These include updates from subject leaders and the termly Head Teacher's report to governors

## **7. The role of parents**

We believe that parents have a fundamental role in helping children to learn and we aim to inform parents about their child's learning by:

- 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
- Weekly newsletters
- Sending annual reports to parents in which we explain the progress made by each child and indicate how a child can improve further
- Explaining to parents how they can support their children with Home Learning
- Providing regular parent workshops in Maths and English
- Inviting parents into school to discuss their children's progress on at least two occasions per year
- Working in close partnerships with parents

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 uniform and PE kit
- Ensure homework is returned to school
- 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

## **8. Monitoring and review**

We are aware of the need to review our 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. This policy shall therefore be reviewed annually.