



Teaching and Learning Policy

1 Introduction

At Roseacres Primary 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.

2 Aims and objectives

We believe that people learn best 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 all-round potential.

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, independent and positive citizens.

3 Effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies 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:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching and listening to recorded programs and music;
- 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.

4 Effective teaching and learning

We conduct all our teaching in an atmosphere of trust and respect for all.

Quality First teaching is the expectation of all teachers. When teaching the focus should be on motivating the children to build on their skills, knowledge and understanding of the curriculum, using and applying this in varied and challenging ways. We use the national curriculum programs of study (PoS) and the Early Years Curriculum Framework (EYCF) to plan appropriate learning tasks. The curriculum map (long, medium and short term plans) identify what is to be taught and when.

Teaching is based upon a growing knowledge of what the pupils know and can do; to identify gaps, misconceptions and areas for further challenge. Our prime focus is to secure understanding within each curriculum area and enable those showing greater confidence or aptitude, opportunities to study at greater depth. We strive to ensure that all tasks set are appropriate to each child's age, stage of development and ability. When planning work for children with Special Educational Needs we give due regard to information and targets contained in the children's individual plan or Education Health Care Plan, where appropriate. We have high expectations of all children, and we want and encourage our children to produce work of the highest possible standard.

We plan our lessons with clear learning objectives, linked to the PoS or Early Learning Goals in the Foundation Stage. Assessment, both summative and formative is ongoing and provides valuable information of what a child knows and can do as well as inform next steps so that a child is able to achieve and make progress, relative to their starting point.

Teachers implement the marking and assessment policy consistently in order to ensure that the highest standards are maintained.

Teachers direct the work of learning assistants and other adult helpers, to support learning and achievement. Adults offering support may provide praise, encouragement, models and feedback to guide a child to secure their understanding of the concept being covered.

5 Learning Environment

Learning environments are organised to enable pupils to be independent. They reflect the learning, e.g. topic, being studied, celebrate pupil achievement and provide visuals or other models that support learning and growing independence.

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. We expect teachers to review and update the displays regularly so that they reflect the learning and celebrate the efforts and achievements of the pupils.

6 Positive Relationships and Behaviour

Staff act as role models for the pupils and others. Our teachers makes a special effort to establish good working relationships with pupils, staff, parents, governors and others. We pride ourselves in the family atmosphere and community links we have developed since opening. At Roseacres we expect everyone to be treated with mutual respect, tolerance and kindness. We praise children for their efforts and, by so doing; we help to build positive attitudes towards school and learning in general.

Annually, each class teacher will discuss and agree a class code of conduct. We expect all children to follow and use this code in order to promote the best learning opportunities for all. 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.

The school code of conduct for pupils was developed in consultation with the children upon opening the school in September 2015. The behaviour and anti-bullying policy developed this idea further and was implemented following consultation with the staff, pupils, governors and Trust. The key focus is upon positive behaviour management strategies. The practical approaches illustrated may be used by all staff so that there is a consistent approach to dealing with any issues that arise.

The code of conduct policy for staff sets out the professional standards expected and the performance management policy captures the importance of teaching and learning and the impact of professional practice upon standards.

All staff are expected to participate in this process. They are able to reflect on their strengths and development areas, planning their professional development needs accordingly. The governors support all staff in developing their skills, so that they can continually improve their practice which should have direct impact upon pupil achievement and standards.

7 The role of governors

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;
- 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 reports from subject leaders and the annual head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

8 The role of parents

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' meetings to explain, and where possible model and demonstrate our approach to teaching and learning, e.g. teaching of phonics, maths or Early Years;
- providing key information to parents at the start of each term, e.g. core skills focus and topic theme for foundation subject learning;
- providing ideas and tips 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;
- offering opportunities to attend curriculum or other events to see how we teach, e.g. phonics, Early Years.

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;
- 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.

9 Monitoring

The head teacher, subject leaders and governors have a collective responsibility to monitor the implementation and effectiveness of this policy as it permeates every aspect of school life and ensures that the highest standard of teaching and learning is maintained.

This will take a variety of forms depending upon the person's role, however, below is a list of the key tasks and activities that may be utilised:

- Lesson observation and 'drop ins'
- Work scrutiny
- Planning scrutiny
- Work standardisation and moderation (internal and external)
- Data tracking and analysis – termly
- Pupil progress meetings- termly
- Pupil perception
- Parent voice- surveys, questionnaires, feedback and comment sheets
- External advisor visits
- Governor / Director /CEO visits
- Performance management

Achievement and standards is tracked and reported upon at least termly to governors in the head teacher's report. An annually summary of achievement against the National standardised tests is also provided. Analysis of this data is used to inform strategic planning and is fed into the school development and improvement plan linking the finances and staff training and development.

10 Review

The Teaching and Learning Policy will be reviewed annually in order to respond in a timely way to any new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Related Policies:

Behaviour & Anti- bullying
SEND Policy
Code of Conduct (staff)
Performance Management
Assessment, Recording and Reporting* (see appendix also)
Marking and Feedback
Homework