Corbridge C of E First School

Learning and Teaching Policy

Introduction

At Corbridge C of E First School we believe 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 future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

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 full 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 –
- both peers and adults;
- 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;
- take a pride in their work and the work of others;

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 suit them best. 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 ICT;

- fieldwork and visits to places of educational interest;
- creative activities;
- watching media, responding to musical and tape-recorded material;
- designing and making things;
- participation in athletic or physical activity;
- after school clubs;
- guest visitors and performers.
- providing them to access relevant resources.

Effective teaching
When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement. We use the school curriculum plan 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.

The Learning and Teaching Policy has been formulated to provide a basis for staff to evaluate the quality of learning and teaching in their classroom and across the school. Additional information about high quality teaching and our expectations are contained in summary in appendix 1 and in detail in appendix 2.

Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. Where children need additional support and help we strive provide this in a timely fashion although we must prioritise resources. Where children need additional support to reach their potential our SEN policy details the steps we will use.

We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.
We closely monitor the progress and learning of pupil premium children to ensure that they receive additional support in order to close any gaps between themselves and their peers.

In the Nursery and Reception, teachers work from Development matters and progress is measured against the statements contained in that document. In years one to four, teachers keep ongoing records in core subjects to plan for future teaching to ensure that each child is working at the correct level. This helps us to monitor the children's progress throughout the year.

We plan our lessons with clear learning objectives that are shared with the children. We take these objectives from the National Curriculum and the National Literacy and Numeracy Strategy. (See marking and feedback policy)

Each of our teachers makes a special effort to establish good working relationships with all children in the class and school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to behaviour and classroom management. We expect all children to comply with the Calm School Code to promote the best learning opportunities for all. We praise children for their efforts and by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and support good choices at all times. When children make poor choices we support them using the school behaviour policy.

We ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

We deploy Teaching Assistants as effectively as possible. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. They are involved, when necessary, in the planning and assessing of children's work. Other adult helpers are also deployed as effectively.

We strive to make sure our classrooms are attractive learning environments. We change displays at regular intervals, 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. 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. Classrooms are expected to be efficient and tidy. They are a working environment and should reflect this. (see display policy)

All our teachers reflect on their strengths and weaknesses 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.

We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked with the OFSTED criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across school. When evaluating teaching and learning in school, we will consider:

- classroom observation / environment.
- sampling pupils' work.
- sharing pupils' work with colleagues, agreement trialing and celebrating successes.
- displaying work throughout school and discussing quality.
- internal moderation of pupils' work.
- discussion with pupils'.
- The progress of learners

Role of the Head Teacher and Governing Body

- 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.

Role of the Parents/Guardians

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 discuss children's progress.
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can be improved further.
- explaining to parents how they can support their children with homework.

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 for partaking in activities.
- 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.

Monitoring and evaluation

Staff development needs will be identified in line with this policy, Performance Management and continued Professional Development Policies. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation;
- sampling pupil's work;
- sharing pupil's work throughout school and discussing quality;
- internal moderation of pupils' work;
- discussion with pupils;

Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Agreed 2015.