

Uffculme Primary School



Teaching and Learning Policy

Reviewed: May 2015

Reviewer: Mrs J Dentith, Head teacher

Next review: September 2020

Teaching and Learning Policy

1 Introduction

- 1.1** Uffculme Primary School is a safe, friendly and supportive learning community in which all are valued and encouraged to learn together, developing skills to establish a firm basis for life-long learning. By working with our parents, our community, the Academy Trust and beyond, we seek to enable everyone to reach their full potential and to live in an ever-changing global community. We are committed to the all-round academic and social development of individuals.
- 1.2** We endeavour to make learning a rewarding and enjoyable experience for everyone. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices.

2 Aims and objectives

- 2.1** 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.

The school's aims – We aim to be a school where;

- Every child feels safe and happy
- Every child is engaged in their learning and achieves well
- Every child is proud of what they have achieved because they know they have given their best.
- Every lesson is challenging and inspiring with rich and exciting learning opportunities.
- Every child acquires the skills needed not only to be a successful and independent lifelong learner, but also to be a confident and responsible citizen
- Every member of our school community feels valued and respected.
- We work with the community

As our work focuses on the needs of the children as individuals, we promote a variety of teaching and learning styles as appropriate to the purpose so that children are involved in stimulating, relevant and quality learning experiences.

The school is arranged in a single class in each year group. Sometimes, children have the opportunity to work as a group outside the classroom, with either their teacher or a teaching assistant and this may happen at any age and with all levels of ability.

3 Effective learning

- 3.1** 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. We take into account a range of intelligences (linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and

interpersonal/reflective) when planning teaching and in the range of teaching and learning styles that are employed.

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

- investigation and problem solving;
- research and enquiry
- group work
- pair 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 or listening to programmes/music/recordings etc. through different forms of media
- role-plays, assemblies and oral presentations
- designing and making things
- participation in athletic or physical activity
- learning inside or outside of the classroom
- learning through the resources of the Academy.

3.3 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. We actively engage in Assessment for Learning (AfL) techniques with the children. Pupils have a clear understanding of the lesson's success criteria and evaluate their performance based on that criterion as well as other strategies such as giving opportunities for reflection and feedback.

We actively teach and promote the skills needed to a successful learner through monitoring the behaviour in lessons, through peer and adult support. Learning language is used throughout the school and pupils rewarded when they use independent learning techniques and skills. Learning attributes are planned for by the class teacher, referred to regularly, observed and rewarded, highlighting the importance to each individual of knowing how to learn and the ability to show these skills in practice.

3.4 We regularly work with children to set and review targets for improvement in the key areas of literacy and numeracy.

The teachers in each year group set targets in writing and numeracy which are monitored, evaluated and changed each term. Targets are identified through the teacher's marking and feedback. Individual achievement is assessed through data tracking procedures each term using School Pupil Tracker giving teachers and the Leadership Team information to inform future planning or provision.

3.5 We believe that effective learning is taking place if children:

- Are making rapid and sustained progress in most subject areas;
- Acquire knowledge quickly and in depth;
- Are developing and applying their skills and understanding rapidly across a wide range of subjects and areas;

4 Effective teaching

- 4.1** When teaching we focus on motivating the children and building on their skills, knowledge and understanding of learning and of the curriculum. We will use the new national curriculum to guide our teaching. This sets out the aims and objectives of the teaching and identify what is to be taught to each year group. This feeds into our medium term plans, many of which identify in some depth what the children can be taught.
- 4.2** We base our teaching on our knowledge of the children’s level of attainment through careful assessment and use of age-related objectives and aim to facilitate the children’s next steps in learning. 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). Likewise we endeavour to develop more able children at a level appropriate to their needs. We have high expectations of all children, and we demand high standards from the children (at their own level) as we seek to deliver high standards of teaching.
- 4.3** We regularly set targets for the children during the year and we share these targets with the children. Many of these on-going targets may be shared with parents and children’s achievement is celebrated when they reach a target. We review the progress of each child at the end of each term and at the end of the academic year, against annual targets, and set revised targets for the coming year. We seek to identify those children who may be underachieving and are in need of extra support as well as identifying those who are making greater progress than expected. In the case of the latter we would aim to celebrate this and also try to learn lessons about what has worked well in order for this to be accomplished.
- 4.4** We plan our lessons with clear learning objectives. We take these objectives from the new national curriculum. 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.
- 4.5** All of our teachers seek 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 activities. All of our teachers follow the school policy with regard to discipline and classroom management.
- 4.6** We set and agree class rules with children each year as well as adhere to the rules across the whole school. We expect all children to comply with these rules 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 behaviour at all times. When children engage in unacceptable behaviour we follow the guidelines for sanctions as outlined in our school behaviour policy.

- 4.7** We ensure that all tasks and activities are safe. When we plan to take children out of school, we first inform parents and obtain their permission. The school's Educational Visits policy is followed for every educational trip including the completion of appropriate risk assessments.
- 4.8** We deploy learning assistants and other adult helpers effectively. They are timetabled to work with individual children or small groups. They also assist with the preparation and storage of classroom equipment and display as required.
- 4.9** Our classrooms are attractive learning environments. We change displays regularly 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 and numeracy. 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.
- 4.10** All our teachers reflect on their strengths and areas for development, and plan their professional development needs accordingly in accordance with through the Performance Management Process. We do all we can within the resource constraints, to support our teachers in developing their skills, so that they can continually improve their practice. Teachers are expected to complete self-appraisal forms in accordance with the new Teaching and Learning Standards (Sep 2012) and compile progress data from their class's performance at the end of the year.
- 4.11** The Headteacher and subject leaders work alongside teachers on a regular basis with the objective of developing high quality teaching and learning. This consists of a combination of observation, learning walks, drop-ins, coaching and mentoring. The Headteacher also provides teachers with opportunities to visit other classrooms to observe and work alongside colleagues. All such development is driven by the needs identified in the School Improvement Plan and the development needs of the teacher concerned.
- 4.12** We conduct all our teaching in an atmosphere of trust and respect for all, regardless of race, gender, special educational needs or other issues of equality.

5 The role of governors

- 5.1** Our governors determine, support, monitor and evaluate 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 Teaching and Learning and Performance Management Policies promote good quality teaching;

- monitor the effectiveness of the school's Teaching and Learning policies through the self-evaluation form. This includes information from the Head teacher's report to governors as well as a review of the in-service training sessions attended by our staff. This also includes the monitoring processes carried out by the Leadership Team/Curriculum leaders.

6 The role of parents

6.1 In accordance with our aims for the children and the school, we do all we can to inform parents about what and how their children are learning by:

- send home regular newsletters about the learning that is taking place across the school
- holding parents' evenings to explain our school strategies for teaching literacy, numeracy and other curriculum areas;
- holding a meeting with parents at the start of each year in which we outline the topics that the children will be studying during the year and ways in which they can help the children with their learning;
- sending annual reports to parents in which we explain the progress made by each child and indicating how the child can improve further;
- explaining to parents how they can support their children with homework in accordance with the school's Homework Policy.

6.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We expect 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;

7 Monitoring and review

7.1 This policy will be under constant scrutiny in the course of the regular monitoring programmes of the school, whether by governors, senior management or curriculum co-ordinators.

7.2 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 and changes in assessment procedures, developments in technology or changes to the physical environment of the school.

8 Equal Opportunities and Inclusion

8.1 This policy is to be considered in line with our Equalities Duties (published separately) and we will ensure that at all times we will seek to promote equal opportunities and good race relations, avoiding discrimination against anyone for reasons of ethnicity, disability or gender. Appropriate action will be taken in cases of harassment and discrimination.