

Urchfont C. E. Primary School

Teaching and Learning Policy

1. Principles and Purpose of Policy

This policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment, in which the individual needs of each child can be met and where the global nature of today's world is recognised.

2. AIMS

The ethos of the school reflects our belief that the behaviour, relationships and self-esteem of all, are vitally important. We want our school to be a happy place, where children and staff enjoy being together, and as a consequence, reach their full potential.

As a school community we believe we should:

- Respect, support and value each other in a nurturing environment where Christian values are central to the ethos of our school.
- Provide for the spiritual, emotional and physical well-being of all children, and so guiding them in developing respect and understanding for people, cultures, languages across the world and the environment.
- Develop self-motivated young people who have the confidence, skills and understanding to face the challenge of an ever changing world and embrace new learning.
- Ensure that all children have the opportunity to fulfil their potential through a relevant, stimulating and creative curriculum.

3. TEACHING AND LEARNING

We believe that children learn best when they:

- are happy,
- are interested and motivated,
- are confident, feel secure and are aware of boundaries,
- are challenged and stimulated,
- are given tasks which match their ability,
- clearly understand the task,
- achieve success and gain approval.

4. TEACHING

Teachers value all pupils irrespective of their ability, race, gender, age or achievement.

Teachers will endeavour to:

- Promote effective and positive interaction with pupils.
- Promote high expectations.
- Promote equal opportunities, racial equality and citizenship
- Plan lessons which have clear objectives which are communicated effectively to pupils.
- Use a range of teaching styles.

- Use a range of questioning.
- Recognise and manage effectively the support of other adults in the classroom.
- Use well timed interventions to help the pupils make good progress.
- Provide feedback to pupils about their progress.
- Ensure that the assessment strategies are implemented and records relating to agreed criteria and agreed areas of learning are kept.
- Recognise the importance of health and safety.
- Encourage involvement in environmental issues
- Acknowledge, and make the best use of the contributions of parents, the community and work carried out at home.

5. A THEMATIC APPROACH TO CURRICULUM DESIGN

Teachers plan lessons using the National Curriculum to ensure children receive their entitlement. Teachers may use schemes of work as a starting point, but are expected to add their own creative ideas. Where appropriate and relevant, teachers make connections between subjects, whilst covering all statutory requirements, so children can explore themes in depth in a more holistic way.

Teachers' personal enthusiasms and passions are positively encouraged.

6. EFFECTIVE TEACHING

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, Early Years Foundation Stage Curriculum and RE Agreed Syllabus to ensure progress.

This sets out the 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 by assessing them through a range of techniques including formative and summative assessment. 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 aim to provide work of the highest possible standard. We aim to set challenging opportunities for more –able pupils. Assessment for Learning (AFL) takes place throughout the lesson so that the teacher can meet the needs of the pupils.

We set academic targets with the children through each academic year. We review the progress of each child at key points through and then at the end of the academic year.

We plan our lessons with clear learning objectives. We take these objectives from the 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. This can be in a formal or informal manner. The work is either marked by teachers, teacher assistants or by the children themselves under supervision against the lesson objectives and is intended to help the children to progress further next time.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect and expect children to

do likewise. 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 discipline and classroom management. We set and agree with children the class code of conduct at the beginning of each year. We expect all children to comply with these rules that we jointly devise 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, the community 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 all the tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

We deploy teaching assistants and other adult helpers as effectively as possible. They work with individual children or with small groups to accelerate learning. They also assist with the preparation of resources for learning to take place.

Our classrooms are attractive learning environments. We change displays at least once a 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.

We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. This happens through internal staff meetings and Teacher Development Days and externally through attendance of courses. Appraisal Reviews are held annually to review and set targets and development needs for all members of staff, teachers and support staff.

7. MONITORING AND EVALUATION OF TEACHING AND LEARNING

We conduct all our teaching in a positive atmosphere of trust and respect for all. The Head Teacher and curriculum leaders monitor the standard of teaching and learning. Observations, team teaching, work scrutiny, planning scrutiny and assessments are all used to improve teaching and learning. Outcomes of the above activities are fed back to staff. Governors are informed of the outcomes at Full Governing Body Meetings.

8. HLTA & COVER SUPERVISORS

We deploy our HLTAs wherever possible to cover classes, for short periods of time when the class teachers are absent from their class. The teachers prepare the activities and set the work. If our HLTAs are not available, non – HLTA Teaching assistants act as cover supervisors.

9. PARENTS AND THE COMMUNITY

We ensure that parents are informed about their child's work throughout their time in school. We believe that parents have a fundamental role in helping children to learn and we believe that we work in partnership with them.

We inform parents about what and how their children are learning by:

- Informing parents at the start of each term by including information on the class pages of the school website in which we outline the topics that the children will be studying
- Frequent whole school and class newsletters.
- Sending annual reports to parents in which we explain the progress made by each child and indicating how they can improve further.
- Explaining to parents how they can support their children with homework.
- Informing parents of class routines in a Welcome Back to school meeting.
- Inviting parents into school to discuss their children's progress on at least twice per year.

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 and arrive at school in plenty of time to begin the day in class at 8.45am.
- If their child is unable to attend school they should ring the school office to explain their absence by 9.15am.
- Ensure that their child is equipped for school with the correct named 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 school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.

10. PUPIL VOICE

Through the School Council the children have the opportunity to express their views on how the school is developed. The children also have opportunities to express their interests on how they learn best. This also takes place in PSHE.

11. CLASSROOM OBSERVATION, PUPIL INTERVIEWS, WORK SAMPLING AND WHOLE SCHOOL SELF EVALUATION

Classroom observation and work sampling are used to monitor and evaluate the effectiveness and quality of teaching and learning. They also form an important part of the process of reviewing the performance of the school through whole school self- evaluation.

Classroom observation is used to support continued professional development of staff, and the teachers' appraisal and support staffs' performance management cycle within the school.

The process of classroom observation contributes to:

- The continued success of the school
- Raising achievement and school improvement
- Improved classroom teaching
- Curriculum development
- Determining the development needs of staff and pupils
- Identifying the future development needs of the school

12. MONITORING AND REVIEW

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.

Date of Next Review

This policy will be reviewed in 2025