



Updated November 2020

Leintwardine Endowed C.E. Primary School

Teaching and Learning Policy

This policy reflects our Christian foundation and our school ethos which are at the forefront of all that we do.

Our School Ethos:

Whilst truly embedding ourselves in the heart of the church and the surrounding community, we provide outstanding learning opportunities for all our children and their families.

'Letting Our Light Shine' Matthew 5:16

Our aim is that each child will aspire to –

Achieve their Potential
Become Independent
Connect with their Community
Develop Resilience

Introduction

At our school 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; learning 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.

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 adapting and applying their knowledge, understanding and skills in a variety of situations
- 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, 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
- Encourage children to take pride in their work and the work of others.
- Provide children with a curriculum that is broad, balanced, relevant, coherent and differentiated (tailored to each child's needs)
- Celebrate success and achievement in all members of the school community
- Promote an atmosphere of happy endeavour throughout the school.

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 these different learning styles into account when planning our lessons.

We offer opportunities for children to learn in different ways which are enhanced in our School Ethos Statement. These include:

- Investigation and problem solving
- Group work, paired work, independent work and whole-class work
- Use of ICT

- Fieldwork and visits to places of educational interest
- Through worship, both at school and at church
- Creative activities, such as designing and making
- Watching media, responding to musical and tape-recorded material
- Participation in athletic or physical activity
- After school clubs
- Guest visitors and performers
- Providing 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 ensure that our practice involves:

- Ongoing assessments of each child
- Assessments used to inform planning
- Specific planning to support children with Special Education Needs (SEN)
- Individual Education Plans (IEPs). Modifying learning and teaching as appropriate for children with disabilities.
- Valuing each child as a unique
- Clear learning
- Good working relationships with all children in the class and school.
- Kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities.
- Effective discipline strategies and classroom management
- A safe environment
- Effective deployment of Teaching Assistants
- Attractive learning environments.
- Reflective teaching

When monitoring and evaluating teaching and learning in school we have agreed to consider

- Classroom observation / environment
- Sampling pupils' work
- Sharing pupils' work with colleagues and celebrating successes
- Displaying work throughout school and discussing quality
- Internal moderation of pupils' work and of teachers' marking

- Discussion with pupils
- Observations from learning walks

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

We believe that parents have a fundamental role to play in helping children to learn. We endeavour to inform parents about what and how their children are learning by:

- Holding parents' evenings 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 develop further
- Explaining to parents how they can support their children with homework
- Holding formal and informal meetings to explain relevant developments in their child's education
- Inviting parents into class to work alongside their children

We believe that parents have the responsibility of supporting 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 taking part in school 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

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.

Date for full implementation: Ongoing

Date for review: Every 3 years

Appendix I

Check list for effective teaching and learning

- Work is well planned with learning objectives that clearly focus on learning rather than activities.
- Teacher has good knowledge of the subject or area.
- Good links are made with other curricular areas, especially speaking and listening, English and Maths.
- Teacher has high expectations of pupils' work/standards based on effective use of assessment.
- Differentiation is achieved in a variety of ways including by task; support; resource; outcome; extension.
- A supportive learning environment is created. Pupil involvement is maximised. Pupils feel confident in offering ideas, responding to challenges and taking 'risks' in learning.
- Tasks in motivating and creative contexts and introduced in ways which engage pupil interest.
- Resources enhance teaching. Good use is made of visual stimuli and learning support tools e.g. writing/ response frames/visual cues.
- Choice of teaching strategies is appropriate to the tasks and varied over time.
- Questioning is used well for a variety of purposes inc. assessment, concept checking, probing, reassurance and extension. Closed and open questions are balanced as appropriate.
- Teacher is responsive to individual learning styles including Visual, Auditory and Kinaesthetic.
- Behaviour is managed constructively. Discipline is unobtrusive and effective. Strategies used do not slow the pace of learning or undermine self esteem.
- Talk for learning is maximised (pupil to pupil / teacher to pupil / pupil to teacher). Talk about learning is focused and reflective.
- Pupils are involved in reflection on their learning.
- Feedback to pupils contains reinforcement of strengths and further challenge.
- Pupils should be aware of their personal targets and be encouraged to meet them.
- Assessment information is clearly used to evaluate teaching and learning and to make decisions about subsequent and future teaching.

Teaching and Learning Policy

An excellent teacher is:

- Knowledgeable about the learning process
- Professional
- Reflective and continually learning
- Knowledgeable about their subject
- Optimistic and maintains high morale
- Enthusiastic
- Open and flexible
- Confident to take risks

An excellent pupil is:

- Keen to learn
- Enthusiastic
- Reflective
- Resilient
- Setting ambitious personal expectations
- Interested
- Trusted and trusting
- Able to think creatively and flexibly
- Curious
- Properly equipped for learning
- Keen to share knowledge and skills with other pupils

An excellent lesson is:

- Providing for autonomous learning
- Setting challenging but achievable targets
- Promoting a thinking culture
- Interactive and inclusive of all children
- Carefully planned with shared objectives
- Targeted appropriately for all children
- Characterised by skilled questioning
- Informed by previous assessment of learning

An excellent learning environment is:

- Welcoming
- Linked to the community
- Celebrating pupil achievement
- Presenting challenges and choices
- Linked to opportunity beyond the classroom
- Safe environment where learners feel empowered to take risks
- Well-organised
- Stimulating
- Fully equipped for learning
- Adaptable for co-operative learning
- Stating high expectations