



## Teaching & Learning

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| Approved by:        | Full governing body | Date: 22 <sup>nd</sup> June 2020 |
| Last reviewed on:   | June 2017           |                                  |
| Next review due by: | June 2023           |                                  |

Chair of governor's signature B Spiller 22-6-20

**Our aims for Teaching and Learning are that all children will:**

- Develop the confidence and the skills to take responsibility for their learning
- Be inspired to achieve their potential, recognising and celebrating their successes along the way
- Experience the enjoyment and satisfaction of learning, developing a curiosity to learn more
- Be nurtured, supported and challenged through a culture of high expectations and the unwavering belief that there is talent within all.

**We recognise and promote the importance of the whole school community working together:**

- To understand that children are individuals with individual needs
- To have high expectations of and high aspirations for all
- To provide an environment which is stimulating, calm and secure with consistency and clarity in expectations of behaviour.
- To encourage, praise and positively reinforce good relationships, behaviour and learning
- To ensure equal entitlement to the full curriculum irrespective of ability, social background, culture or gender
- To ensure all support staff are suitably trained, informed and confident to work alongside teachers in supporting teaching and learning and ensuring children's individual needs are met
- To establish links with other schools to provide further opportunities to enhance children's learning
- To celebrate learning through displays, certificates, celebration walls and in sharing assemblies
- To use performances and concerts in school and in the wider community to provide a showcase for children's talents and achievements

**TEACHERS work towards the school's aims by:**

- Expecting and striving for high standards for all children
- Knowing and working towards meeting children's individual needs
- Providing challenging and stimulating opportunities for learning
- Planning open-ended learning opportunities
- Providing opportunities for children to work collaboratively as well as independently
- Catering for different learning styles
- Sharing the purpose of learning and the journey of learning
- Ensuring continuity and progression of learning experiences
- Giving time for children to reflect on their learning and on any feedback
- Providing a learning environment which supports children to take risks
- To involve children in assessing their learning and the work of others so that they know what they are doing well and what their next steps in learning are
- Being good role models; being punctual, respectful, well-prepared and organised
- Maintaining an up to date knowledge of current educational issues and National Curriculum documents
- Seeking to further their own professional development
- Sharing their expertise with other colleagues
- Enhancing learning opportunities by making links with the wider community
- Working with outside agencies and specialist teachers when appropriate

**CHILDREN work towards the school's aims by:**

- Attending school in good health maintained by adequate diet, exercise and sleep
- Having good attendance
- Being punctual and taking responsibility for having everything that they need for full participation in their learning (PE kit, classroom resources)

- Ensuring letters are taken home promptly, reading books, library books and other resources taken home are returned and home-learning is completed.
- Following the school's Behaviour Policy
- Taking responsibility for their own learning

**PARENTS work towards the school's aims by:**

- Ensuring their child attends school in good health maintained by adequate diet, exercise and sleep
- Ensuring their child has good attendance
- Supporting the school's Behaviour Policy
- Talking to their child about their learning
- Attending meetings to discuss their child's progress
- Encouraging and praising their child
- Communicating with the school regarding any issues which may affect their child's learning
- Supporting their child in completing their home-learning activities
- Encouraging their child to take responsibility for their learning

**GOVERNORS work towards the school's aims by:**

- Monitoring curriculum planning and provision through meetings with staff and children
- Attending relevant inset and training
- Completing monitoring visits
- Discussing whole school teaching and learning issues at governing body meetings
- Monitoring the provision of resources.

**Planning**

- Each class follows a long-term plan detailing termly/half-termly units of work for each curriculum area. The units of work are monitored to ensure subject area coverage and progression across the school.
- Our medium-term plans detail the objectives, teaching strategies and resources used when teaching each unit. The National Curriculum provide guidance for medium term planning. Our Religious Education planning is based on the Locally Agreed Syllabus for Religious Education. (The Emmanuel Project)
- Our short-term plans break down the units of work into individual lessons with learning objectives and / or challenges, differentiation and support, resources and evaluations.
- Wherever possible we aim to integrate the majority of curriculum areas. There will, however, be some discrete planning for some curriculum areas including English, maths, PE and RE.

**Assessment**

- A range of assessment strategies are used to track children's progress and attainment and to inform teaching and learning.
- Tracking grids are used to track progress and attainment in reading, writing and maths.

**Transition**

Effective transition into school is ensured through

- Structured liaison with the local pre-school groups
- Meetings with parents of pre-school children

Effective transition into Key Stage 3 is ensured through

- Liaison with the local catchment secondary school
- Pupils visiting the local catchment secondary school
- Visits to school from local catchment secondary school teachers
- Transfer of pupil information and data to secondary school
- Opportunities for secondary school staff to share their expertise

- Information regarding secondary school provision and extended schools being passed on to parents and carers.

### **Monitoring and review**

- The Headteacher has overall responsibility for monitoring and reviewing teaching and learning. Strategies used include: lesson observations, work sampling, learning walks, children perceptions, parent questionnaires, staff discussions and assessment meetings. The governing body reviews provision and planning as part of their monitoring of the school's curriculum and provision.