

Burton Leonard Church of England (VC) Primary School



Teaching and Learning Policy

Aim

The aim of this policy is to explain to school staff, Governors, parents and others with an interest in the school how Teaching and Learning is organised at Burton Leonard Church of England (VC) Primary School.

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; 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 lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and objectives

We believe that pupils learn in a variety of ways and that, therefore, every child must be treated as an individual. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities.

Through our teaching and learning 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;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values, cultures and feelings of others;
- 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.

Effective Learning

We acknowledge that people learn in different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We are a 'dyslexia friendly' school. Children will have opportunities to learn through

- investigation and problem solving;
- research;
- paired or group work;
- independent work;
- peer evaluation;
- whole-class work;
- asking and answering questions;
- use of computing and wider technology;
- fieldwork and visits to places of educational interest;
- listening to external speakers and visitors;
- creative activities;
- discussion, role-play and oral presentations;
- designing and making things;
- participation in physical education.
- Research based homework, learning partnership between school, home and the pupil

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 have the time to reflect on how they learn and how to achieve success in their learning.

Effective teaching (Quality First Teaching)

We are committed to the principles of Quality First Teaching (QFT)

Effective planning and lesson design is the starting point for Quality First Teaching and learning. Effective planning is based on knowing where pupils are in their learning through:

- Assessment for Learning (AfL)
- Use of data
- Personal targets.

Our creative curriculum is based on current Government guidelines for each subject and/or allocated long term plans and schemes of work. Teachers plan their lessons by:

1. Locating the teaching sequence or lesson in the context of:
 - the scheme of work
 - the pupils' prior knowledge and understanding

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2. Identifying the learning objectives for the pupils/generating success criteria.

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3. Structuring the teaching sequence or lesson as a series of activities by separating the learning into distinct stages or steps and selecting:
 - the best pedagogic approach to meet the learning objectives
 - the most appropriate teaching and learning strategies and techniques
 - the most effective organisation for each lesson.

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4. Ensuring coherence by providing:
 - a stimulating start to the lesson that relates to the objectives
 - transitions between parts of the lesson which are clearly signposted for the pupils
 - a suitably timed plenary that reviews learning and identifies next steps and or extensions to pupils' learning, evaluated against the success criteria

To ensure Quality First Teaching, we will create a learning environment which will be:

- attractive and interesting
- dyslexia friendly
- challenging and stimulating
- peaceful and calm
- happy and caring
- organised, tidy and free of clutter
- well-resourced
- interactive through displays related to curriculum and children's work
- comfortable indoor climatic conditions

The role of subject leaders

Leadership of Curriculum subjects is divided among the staff. Subject leaders are responsible for:

- Maintenance and overview of their subject resources;
- Attending relevant courses and conferences and disseminating information to staff;
- Monitoring planning and pupil's work to ensure consistency and progression;
- Preparing and evaluating action plans for their area of responsibility.

The role of governors

In order to achieve our aims the governors will:

- be well informed about all aspects of school life and visit classrooms regularly;
- challenge and support the school to help ensure the implementation of this policy;
- monitor curriculum policies and the curriculum on a regular basis.

The role of parents

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 regular parent's evenings;
- sharing pupils' targets;
- holding parents' 'information meetings' about specific curriculum areas in order to explain our school strategies;
- regularly updating information available to parents on our website
- making available Termly Curriculum Overviews of the topics that the pupils will be studying during that term at school;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with home learning.
- Holding Parents Forums regularly

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

- promote a positive attitude towards school and learning in general;
- support and reinforce their child's learning at home;
- ensure that their child has the best attendance record possible;
- ensure that their child is in the school and collected on time;
- ensure that their child is equipped for school with the correct, named uniform and PE kit;
- encourage their child to become independent and self-reliant;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;

- fulfil the requirements set out in the home/school agreement.

The role of pupils

In order to achieve our aims we expect that children will:

- behave appropriately to allow others to learn as set out in the school Anti-bullying Policy, Behaviour Policy, the Home/School Agreement and the Burton Leonard Code of Conduct;
- listen to and respect the views of others
- work to the best of their capabilities

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. This policy will be monitored by the Headteacher and Governors and will be reviewed annually.

Adopted Summer 2016

Next review Summer 2019

Amanda Tounson

