

## Burton Leonard Church of England (VC) Primary School



### Teaching and Learning Policy 2019-22

#### **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.

#### **Our intent**

Our curriculum intent underpins all teaching and learning.

What is the intent of our curriculum?

Our curriculum intent is linked to our ethos 'Inspire, Believe, Respect, Achieve – Together We Shine'

- To create rounded citizens for the future; responsible, well-adjusted, polite, independent learners who are self –motivated life- long learners
- To inspire and develop robust and resilient problem solvers who understand the importance of collaboration and teamwork in the pursuit of success.
- Whilst academic achievement is important aesthetic subjects offer opportunities for children to fly in other areas which may capture their interest
- To provide a varied and interesting range of experiences to develop personal and social aspects of development both inside and outside the classroom
- To provide a progressive curriculum across all subject areas
- To cater for in terms of skills, levels and abilities – the bar is set high and differently for everyone

#### **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 and flourish as 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
- Spending time working with pupils
- Observation

Our 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
  - suitably timed reviews of learning, identifying 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 inform parents about what and how their children are learning by:

- holding regular parents' evenings;
- sharing pupils' performance data and how to move forward;
- 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;

### **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 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 Autumn 2019

Next review Autumn 2022



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