



TEACHING AND LEARNING POLICY

Introduction

At Percy Main Primary School we believe the concept of lifelong learning and the idea that both children and adults 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 future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and Objectives

We believe that people learn best in different ways. At our school we provide rich, varied learning environments, with learning outside the classroom at the core, allowing all 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;
- 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, to 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;
- Take a pride in their work and the work of others.
- Raise the profile of outdoor learning and develop it as an entitlement for all our children.

Effective Learning

We acknowledge that children bring previous experiences, expectations and styles to their learning. We provide opportunities to develop this through:

- Communication with children and their parents;

- Giving time and providing opportunities to share ideas/knowledge etc;
- Gaining an understanding of children's home social & cultural background;
- Delivering lesson content & activities which allow children with different learning styles to access the curriculum;
- Providing activities/learning opportunities that are relevant & meaningful to children;
- Empowering children to take ownership of their learning in safe, secure and effective environments in which they can take risks.

Children develop academically, emotionally, socially, physically and spiritually at different rates. We acknowledge this through:

- Planning which has clear learning intentions which caters for all children;
- Providing differentiated activities so children can access work at an appropriate level;
- Being aware of where children 'are' through on-going assessment;
- Offering open-ended activities and opportunities for children to learn from one another;
- Valuing & celebrating pupils' successes and achievements.

Children need feedback and information on their progress in school. We acknowledge this by:

- Having conversations with children about their work and progress;
- Setting targets and ensure that children know what they need to do to improve;
- Ensuring marking is meaningful and children are given the opportunity to read and respond to feedback, and act upon any advice given;
- Using rewards to celebrate success
- Reviewing targets with both children and parents.

We acknowledge the importance of involving children in their own learning by:

- Providing learning environments that encourage choice and gives children the opportunity to explore their own ideas;
- Encouraging children to work collaboratively where appropriate.

We use a variety of different approaches that enable all children to access the curriculum. We offer opportunities for children to learn in different ways.

These include:

- Investigation and problem solving
- Research and finding out
- Group work
- Paired work

- Independent work
- Whole class work
- Asking and answering questions
- Use of ICT
- Field work and visits to places of educational interest
- Outdoor learning opportunities and experiences
- Creative activities
- Responding to film or animation materials
- Responding to music or pre-recorded material
- Debates, role-plays and oral presentations
- Designing and making things
- Participation in sports or physical activity.

Effective Teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding. Through our teaching we:

Build self-esteem and encourage respect for all other individuals through:

- Providing a calm and purposeful learning environment (both indoors and outdoors) where all children can achieve their maximum potential;
- Providing a fair and disciplined environment where there is consistency and clear guidelines in place;
- Providing a welcoming environment in which courtesy, kindness and respect are fostered;
- Ensuring staff set an example to children through positive relationships with all individuals in the school;
- Encouraging constructive discussion of issues in the classroom.

Through our teaching we include all children in a variety of opportunities to enable children to have equal access to the whole curriculum. We achieve this through:

- Having an effective SEN provision;
- Having an effective Equal Opportunities Policy;
- Differentiating learning tasks/activities in order to provide challenge for all ability levels;
- Providing open ended activities;
- Using a range of teaching organisations e.g. class, group, individual support e.g. 1:1, SSA/TA support;
- Planning effectively so that all children have access to an enriched curriculum;
- Providing good quality resources.

We encourage children to develop independent learning skills through:

- Developing good classroom organisation & provide good quality, easily accessible resources;
- Ensuring that children feel comfortable and happy with their routines;
- Planning to provide a progression of skills starting at where children are rather using age appropriate activities.
- Empower children to take ownership of their learning in safe, secure and effective environments in which they can take risks.

We teach children about a range of interpersonal learning skills to enable them to make full use of the curriculum offered through:

- Systematically encouraging and developing skills of collaboration e.g listening, taking turns, building on the ideas of others;
- Children presenting and sharing their work with others.

We promote positive attitudes to learning and self-discipline by:

- Having an effective Behaviour Management system which rewards positive behaviour and has clear, consistent sanctions for unsatisfactory behaviour;
- Making children aware of staff's high expectations by sharing and praising good work where a child has made an effort and by marking constructively;
- Setting challenging but achievable tasks/activities;
- Encouraging opportunities for self-assessment and self-reflection;
- Enthusing and motivating pupils in their learning.

We encourage the development of critical thinking by:

- Planning for investigative activities where possible;
- Using a variety of questions (open and closed) for example, 'Why?',
- 'When?', 'Where?', 'Who?' and 'How?'
- Promoting peer assessment of their own and others' work.

We make speaking and listening important parts of the learning process through:

Providing structured opportunities and, at times, unstructured situations for feedback, discussions etc.;

- Assemblies;
- School Council;
- Eco Team;
- Drama & role-play.

We provide opportunities for pupils to take an active part in their learning by:

- Making sure everyone feels secure in school routines;
- Ensuring that the starting point of activities reflects the interests and

- experiences of children;
- Providing opportunities for children to make choices and express preferences.

We encourage children to become reflective learners by:

- Developing re-drafting skills where appropriate;
- Through a range of questioning;
- Developing self-evaluation/assessment skills.

We maintain an attractive physical environment to motivate children through:

- Providing displays which reflect current work (both finished and in progress);
- Well-organised classrooms and corridors with appropriate labelling;
- Defined class/school areas with tidy accessible resources;
- Offering natural environments for the stimulation of learning and promotion of health and well-being.

We plan, deliver, monitor and evaluate the curriculum effectively through:

- Making clear curriculum links by providing half-termly topic overviews;
- Ensuring coverage of National Curriculum;
- Evaluating planning;
- Termly monitoring of planning and coverage;
- Effective use of assessment data to track progress/attainment;
- Specific, clear and focused learning objectives and success criteria;
- Providing reflection time for both pupils and staff.

We regularly assess each child's learning progress through:

- Discussion of individual's work;
- Planning for assessment and learning outcomes;
- Formal assessments and tests (APP and SATs);
- Moderating standards across classes, year groups
- Setting appropriate targets for children including IEPs.

We use the physical environment to the best possible teaching advantage through:

- Arranging furniture to suit teaching styles;
- Easy access to all relevant areas and resources;
- Designating areas for different purposes;
- Maximising and planning for the use of areas both indoor (hall) and outdoor (classrooms, gardens and playgrounds);
- Using the locality for teaching purposes.

Characteristics of Effective Teaching

A supportive teaching environment

- The Headteacher, Deputy Headteacher and other members of the SLT have knowledge of planning and lesson content;
- There is a strategy for monitoring, evaluating and reviewing teaching;
- The emphasis is on promoting pupils' achievement;
- Dynamic leadership sets the tone, provides resources and support;
- The organisation allows teachers to concentrate on teaching;
- Time is available for teachers to observe each other.

Access to continued professional development

- An entitlement for all;
- A sharp, specific focus on teaching skills;
- Meets the needs of teachers at different stages of their careers;
- Linked to pupils' progress and attainment;
- On-going access to relevant research and subject developments.

Curriculum

Our curriculum is organised using a topic-based approach with Literacy, Maths, Science, ICT and Foundation Subjects being taught within the topic framework. Classes are normally of mixed ability, although pupils are sometimes taught in ability groups for particular purposes (e.g. phonics). Relevant discussion and interactive, collaborative learning is encouraged, there are also times set aside for individual tasks. The emphasis of our teaching and learning policy is on first hand experience and we encourage children to participate freely in investigational work, to communicate findings in a variety of ways and become actively involved in decision making. Children in both Key Stages have the opportunity to take part in a range of extra curricular activities which enhance the curriculum and pupil learning.

The Role of Curriculum Managers/Subject Leaders

Subject Managers fulfill a variety of roles. Working in liaison with the school leadership team, they take the lead in policy development and the production of subject action plans. They offer support to colleagues, monitor progress in curriculum areas, take responsibility for the purchase and organisation of specific resources and are expected to keep up to date through reading and attending relevant courses.

Role of Teachers

We expect teachers to:

- Provide a challenging and stimulating curriculum designed to enable all children to reach the highest standards of personal achievement;
- Recognise and be constantly aware of the needs of each individual child according to ability and aptitude;
- Ensure that all teaching is progressive and has continuity;
- Maintain an up to date knowledge of the National Curriculum and allow all children access regardless of gender, race or background.

Higher Level Teaching Assistants, Special Support Assistants and Teaching Assistants are encouraged to work on raising pupils' understanding of what is required of them and how to achieve it rather than simply rehearsing or doing tasks for pupils, as this serves to decrease rather than increase their independence.

Characteristics of Effective Teaching

A secure command of their subjects

- Factual knowledge, concepts and skills;
- Ability to order knowledge and concepts to promote learning;
- Appropriate expectations – understanding what pupils can and need to learn;
- Awareness of relevant developments and research.

A portfolio of teaching techniques and skills

- Plan effectively, focusing on a clear learning objective/s;
- Match tasks to objectives;
- Adapt flexibility to meet pupils' needs;
- Maximise the use of time and resources;
- Ensure appropriate pace;
- Ask effective questions;
- Give lucid explanations;
- Maintain good behaviour;
- Prepare materials as appropriate for whole class, groups or individuals;
- Understand when to apply these skills.

An understanding of how pupils learn

- The conceptual steps pupils take in give discipline;
- Pupils' capacity to learn;
- Ability to assess pupils' progress and how best to promote it;
- Balance of praise and areas to improve on.

Personal and professional qualities

- Belief in the value of teaching as a profession;
- Sense of humour;
- Commitment and enthusiasm for the job;
- Clarity of communication;
- Ability to inspire a love of the subject;
- Ability to motivate pupils to learn;
- Ability to be self-critical and to reflect on their teaching;
- Openness to new ideas and approaches.

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 parents' evenings in which we explain the progress made by each child and indicate how the child can improve further;
- Sharing information with parents at the start of each half-term in which we provide outline of the topic being taught;
- Explaining to parents how they can support their children with homework and reading;
- Hold open afternoons for parents to help them gain an understanding of the work covered and learning environment taught in;
- 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;
- Ensure that their child is equipped for school with the correct uniform and P.E. kit;
- 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;
- Fulfill the requirements set out in the home/school agreement.

Role of governors

Our governors support, monitor and review the school policies on teaching and learning. In particular they:

- 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;
- Monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors as well as a review of the training sessions attended by our staff.

Success Criteria

a) To create stimulating and effective learning environments both indoor and outdoor through the use of developing school grounds.

b) To develop each child's academic and spiritual, moral and social potential.

c) To deliver effectively a rich, diverse and creative curriculum which extends beyond the requirements of the National Curriculum and one which is strengthened through our commitment to LOtC and other creative partnerships.

We can measure our success against the following:

- Happiness of our pupils
- Standards achieved
- Parental involvement and approval
- OFSTED, LA Reports.

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