



Teaching and Learning Policy

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Introduction:

At King's Stanley Church of England Primary School, we believe in the concept of learning for the challenge of life. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed. We believe that appropriate teaching and learning experiences help children to lead happy, healthy and rewarding lives.

Aims:

We believe that children learn best in different ways. At our King's Stanley Church of England Primary School, we provide a rich and varied learning environment that allows 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 to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of 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 it;
- encourage children to adopt a healthy lifestyle.
- help children grow into respectful, responsible and resilient citizens.

Effective learning:

Children learn in many different ways and respond best to different types of input (visual, auditory and kinaesthetic); we therefore deliver teaching in different ways to address the needs of all our learners. We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged at the appropriate level. We sometimes play music to accompany learning, provide 'brain breaks' at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water. We also encourage children to take responsibility for their own learning, to be involved as far as possible in what they learn and to think about what helps them to learn and what makes it difficult for them to learn.

In a lesson we aim to:

- make explicit the subject and skills the children will be using
- connect the learning with previous work, for example through our sticky slides, knowledge quizzes and discussion and use of the visualiser
- give learners the 'big picture' of the whole lesson
- share the key question, explain the learning objectives, and why the lesson is important
- present the information in a range of styles
- allow opportunities for the pupils to build up their own understanding through various activities
- review what has been learnt, and so increase recollection
- provide feedback, celebrating success and reviewing learning strategies
- to outline the next step in the learning

We offer opportunities for children to learn in different ways. These may include:

- linking our learning to real experiences
- investigation and problem-solving
- research and discovery
- whole class, group, paired and independent work
- asking and answering questions
- use of ICT for teaching and learning
- fieldwork and visits to places of educational interest
- cross-curricular activities
- debates, role-plays and oral presentations
- designing and making
- participation in athletic or physical activity
- through outdoor challenges

EYFS:

In Reception, we place great emphasis on the value of learning through play, as we believe that this approach is best suited to the way that young children learn. We believe that a well-planned play environment, both indoor and outdoor, with opportunities for talk and discussion with adults will ensure that our children will not only learn and absorb new skills and knowledge but will also gain pleasure and enjoyment from their first experiences of school life. The activities and materials we present to the children are carefully planned and structured to achieve certain learning outcomes. However, we also offer a range of other resources that allow child-initiated play, through continuous indoor and outdoor provision. Assessment in the Foundation Stage takes the form of observation which involves both the teacher and other adults, as appropriate. A baseline assessment is completed in September and an assessment against the ELG at the end of Reception.

Effective teaching:

When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We make ongoing assessments of each child's progress, and we use this information when planning lessons. It enables us to take into account the abilities of all our children. Our prime focus is to develop further the knowledge, understanding and skills of all our children. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's MyPlans or EHCPs. Where appropriate, we modify teaching and learning as appropriate for children with disabilities. We aim to provide opportunities for all children to experience curriculum success through adaptive teaching. To this end, we have developed the 'King's Stanley way of 5 a day' to support all children in the classroom. Based on EEF research, this includes explicit instruction, cognitive and metacognition strategies, scaffolding, flexible grouping and the use of ICT. We value each child as a unique individual, and we are familiar with the relevant equal opportunities legislation.

Our lessons are planned with clear learning objectives, through key questions, or small steps (maths). These objectives are from the National Curriculum, the Primary framework and the Early Years Foundation Stage. We establish good working relationships with all the children in the class, treating them with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. We follow the school policy with regard to behaviour based on our Relational Policy. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

Teaching Assistants work closely with the class teacher. Sometimes they work with individual children, and sometimes they work with small groups or team teach. We conduct all our teaching in an atmosphere built upon trust and respect for all.

Our classrooms are attractive learning environments. We change displays regularly so that the classroom reflects the curriculum studied by the children. All classrooms have a range of dictionaries and of fiction and non-fiction books, in a designated reading area, as well as working displays relating to English and maths. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, resulting in high-quality work by the children.

The role of governors:

Our governors support, monitor and review the school's approach to teaching and learning. In particular, they:

- allocate resources effectively
- ensure that the school buildings and premises are used optimally to support teaching and learning
- check teaching methods in the light of health and safety regulations
- seek to ensure that our staff development and our performance management both promote good quality teaching
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include discussions with the subject leaders, the head teacher's reports to governors, and a review of the in-service training sessions attended by staff
- classroom learning walks, book looks, pupil conferences and visits, alongside SL and SLT

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:

- sending out an interim report before each parents' evening
- holding parents' evenings to discuss their child's progress
- sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school
- explaining to parents how they can support their children with homework and out of school activities
- by using WOW vouchers so parents can be involved in the continual EYFS assessment
- offering MyPlan meetings after review and writing of new MyPlans

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore 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, PE kit and Countryside Skills clothing
- 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
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in the home-school agreement.
- ensure the children have adequate sleep to allow them to learn effectively
- support the school's healthy eating ethos by providing a healthy lunchbox and fruit snack, unless there is a specific medical need

Monitoring and review:

We are aware of the need to monitor the school's teaching and learning policy and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or earlier if necessary.