

King's Stanley Church of England Primary School Teaching and Learning Policy

1 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; in short, 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, healthy and rewarding lives.

2 Aims

2.1 We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

2.2 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;
- help children grow into reliable, independent and positive citizens.
- Encourage children to adopt a healthy lifestyle.

3 Effective learning

3.1 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.

3.2 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.

3.3 In a lesson we aim

- to connect the learning with previous work;

- to give learners the 'big picture' of the whole lesson;
- to explain the learning objectives, and why the lesson is important;
- to present the information in a range of styles;
- to allow opportunities for the pupils to build up their own understanding through various activities;
- to review what has been learnt, and so increase recollection;
- to provide feedback, celebrating success and reviewing learning strategies;
- to outline the next step in the learning before moving on.

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

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

3.5 Wherever appropriate learning takes place outdoors.

3.6 We 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.

4 Foundation Stage

4.1 In the Foundation Stage there is 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 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 essence of play is the concentration with which these young children try out new ideas, practise and consolidate new skills and knowledge, and learn how to meet and resolve problems. Whenever possible adults will be at hand to encourage the children to think and talk about their learning.

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.

4.2 The school makes full use of the outdoor classroom and has a free-flow system between the indoor and outdoor learning environments. The outdoor area is

set-up in a way that our children can have access to child-initiated activities that cater for all areas of learning for the Foundation Stage Curriculum

- 4.3 Assessment in the Foundation Stage takes the form of observation, and this involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. The teacher completes an assessment three times a year.

5 Effective teaching

5.1 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.

5.2 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. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and we are familiar with the relevant equal opportunities legislation covering race, gender and disability.

5.3 We set academic targets for the children in Term 2 and Term 4 each year, and we share these targets with children and their parents. We review the progress of each child at the end of the academic year. Targets may change at other times when they have been achieved.

5.4 We plan our lessons with clear learning objectives, which we share with the children. We take these objectives from the National Curriculum, the Primary framework and the Early Years Foundation Stage. The curriculum is a creative one with cross-curricular links clearly mapped out. Our lesson plans contain information about the tasks to be set, and the intended learning outcomes. We evaluate learning, so that we can modify and improve our future teaching.

5.5 We establish good working relationships with all the children in the class. We treat the children 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 the Golden Rules. 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. If children misbehave we follow the guidelines for sanctions as outlined in our policy on behaviour.

5.6 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.

5.7 Teaching Assistants share weekly planning with their class teacher. Sometimes they work with individual children, and sometimes they work with small groups.

5.8 Our classrooms are attractive learning environments. We change displays regularly so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and of fiction and non-fiction books, as well as displays relating to literacy 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, which results in high-quality work by the children.

5.9 We do all we can to support our staff in developing their skills, so that they can continually improve their practice.

5.10 We conduct all our teaching in an atmosphere of trust and respect for all.

6 The role of governors

6.1 Our governors determine, 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.
- Class room observations and focussed visits.

7 The role of parents

7.1 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 to discuss their child's progress
- by 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;
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7.2 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;
- to ensure that their child is equipped for school with the correct uniform, PE kit and Wellington boots.
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home-school agreement.
- to ensure the children have adequate sleep to allow them to learn effectively
- to support the school's healthy eating ethos

8 Monitoring and review

8.1 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.