

Littledean Church of England Primary School and Pre-School

Teaching and Learning Policy

Introduction

Every child has the right to the best possible education. At Littledean C of E Primary School we aim to ensure that all pupils reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high-quality teaching and learning throughout the school

Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

Principles of Teaching and Learning

Learning is the purpose of the whole school and is a shared commitment. At Littledean C of E Primary School we recognise that education involves children, parents, staff, governors, the community and the Local Authority, and that for optimum benefit all should work closely together to support the process of learning.

Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of individuals and provide opportunities for all children to make the best possible progress and attain the highest personal achievements;
- ensure that children can develop as literate, numerate and technologically competent individuals, within a broad, balanced and exciting curriculum;
- provide rich and varied contexts and experiences for children to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, social, cultural, physical, mental and emotional development of the children;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes towards behaviour and learning;
- encourage children to be enthusiastic, committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- give children opportunities to learn about, demonstrate and appreciate the Christian Values for Life, such as respect, love and service;
- using the principles of growth mindset, encourage children to respond positively to challenges and develop resilience in the face of adversity;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage the children to value the diversity in society and the environment in which they live;

Aspiration - Resilience - Community

- encourage children to become active and responsible citizens, contributing positively to the community and society.

Ethos

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models through the 'living out' of the Christian Values for Life through interaction between colleagues, other professionals, parents and children;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to secure a high level of professional expertise.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. All members of the school community should work towards the school's aims by:

- respecting the rights, values and beliefs of the children as individuals;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging process praise, positively reinforcing effort, good relationships, behaviour and learning attitudes;
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child;
- ensure that learning is progressive and continuous;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community and stakeholders in order to prepare children for the responsibilities and experiences in life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly and punctually;

- ensuring that their child arrives at school wearing the correct uniform and bringing the necessary equipment, such as PE kit;
- participating in discussion concerning their child's progress and attainment;
- ensuring early contact with the school to discuss matters which affect a child's happiness, progress and behaviour;
- support their child in the completion of any homework set by the school;
- responding promptly to correspondence from the school and letting the school know when they change their email address.

Children are encouraged to support the school's aims by:

- attending school regularly and punctually;
- being organised, bringing necessary equipment;
- conducting themselves in an orderly manner in line with the school's behaviour policy;
- taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities such as collective worship, clubs etc...
- organising or contributing to activities throughout the school year to extend children's knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

It is the responsibility of the Head Teacher and Senior Leaders to monitor the quality of teaching and learning throughout the school and to offer support where it is needed.

Planning

- 1) Long Term Planning – As a school we have produced a 2 year rolling program of study for each subject which takes into account the needs of the different year groups within each class. Our long term planning pays due regard to the requirements of the National Curriculum. Long Term overviews are available on the school website for parents/carers to see.
- 2) Medium Term Planning – Teachers will plan for each unit of work throughout the year, for each subject. Within the planning reference will be made to the areas of study contained in the National Curriculum. Within planning teachers are also expected to include targeted questions, differentiation, learning objectives and assessment opportunities.
- 3) Teachers are not required to produce individual lesson plans, however it is expected that all lessons will follow a progression of learning new skills and concepts in a logical way enabling all children to progress and achieve within each subject. Where there are concerns about the quality of teaching that teacher may be asked to produce individual lesson plans whilst working with the SLT to address any professional development needs.

Learning Environment

The school will create and maintain a learning environment that will support pupils to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning.

Teachers will ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements will be made in order to maximise pupils' learning experiences. Arrangements will be changed to suit different activities and to allow pupils to work independently and in groups.

Lesson Delivery

Lessons will be balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types will be used including practical, visual, dramatic, investigative and group work.

Resources used to aid learning will be:

- Accessible to all pupils.
- Appropriate for the activities pupils undertake.
- The right quality for the task.
- Sufficient in range to allow pupils to make appropriate choices.
- Organised and regularly checked.

As will be actively involved in the lesson to aid pupils' learning. They will be involved in prior planning and preparation, and will possess a good knowledge of the needs of individual pupils. They will support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs will be utilised on a one-to-one basis with a child in need of additional help

Supporting Children

High expectations will be set for all pupils, regardless of ability, circumstances or needs. The delivery and content of lessons will be sufficiently adapted to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons.

Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented.

Monitoring

The quality of teaching and learning is monitored by the Head Teacher and the Senior Leaders. The strategies that will be used in order to form a judgment about the quality of teaching and learning are:

- lesson visits;
- work scrutiny;
- analysis of assessment information;
- planning scrutiny;
- pupil progress discussions are carried out during staff meetings following the three assessment windows throughout the school year.
- informal observations/evidence from Learning Walks

Subject Leaders will also monitor the quality of teaching and learning in their specific areas using the methods above.

All evidence regarding the quality of teaching and learning is presented to the Governing Body through the Head Teacher's Report to Governors (staff are not named).

This policy should be read in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Marking and Feedback Policy
- Behaviour Policy
- Primary Assessment Policy

Reviewed: October July 2023

Approval Full Governing Board –