

Littledean Church of England Primary School

Teaching and Learning Policy

Introduction

Every child has the right to the best possible education. We aim to ensure that all children, regardless of ability, special educational needs or disability (SEND) or circumstances, gain the skills and knowledge necessary to lead successful lives.

Through this policy we aim to make clear the practices that we believe ensure high quality teaching and learning throughout the school.

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;
- 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 stake holders 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;

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

- attending school regularly and punctually;
- being organised, bringing necessary equipment and taking letters home promptly;
- 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 – Teachers will produce long term planning in the format of a 2 year rolling program which takes into account the requirement of the National Curriculum for the 2 year groups contained in each class. 'Jigsaws' of the 2 year plans are displayed on the school website for parents 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.

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.

Differentiation

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;
- activity;
- support;
- resources;
- questioning;
- time/extension;
- autonomy;
- outcome.

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 observations;
- work scrutiny;
- analysis of assessment information;
- planning scrutiny;
- pupil progress discussions;
- 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).

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