

## **Teaching & Learning Policy** **for Stanground St John's Church of England Primary school**

This document is a statement of the aims, principles and strategies for teaching and learning at Stanground St John's C of E Primary School. It lays the foundations for the whole Curriculum, both formal and informal and forms the context in which all the other policy statements should be read.

### **What is Teaching and Learning?**

Teaching and learning is the purpose of our school. It is the method through which, we offer a curriculum which is broad and balanced and meets the requirements of the Education Reform Act relating to the National Curriculum, Religious Education and Collective Worship. Teaching and learning is planned for with regard to the content, context, pedagogy and management of the learning experience. We are aware that children learn in different ways and that information is acquired through three of our five senses; seeing, hearing and doing (Visual, Auditory and Kinesthetic) All children have a preferred learning style but will utilize all three to some extent. This knowledge is reflected in the teaching and learning at Stanground St John's Primary school.

### **Teaching is**

- A complex process
- The overall development of the whole child (physical, social, cognitive, emotional, spiritual)
- Preparing the children for the future
- The planned provision for the development of all children
- The use of a variety of techniques, contexts, environments and strategies
- Helping individual children to fulfill their potential

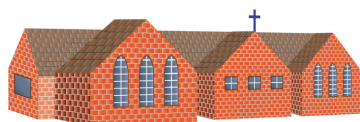
### **Learning is**

- A never ending process that involves social interaction
- Influenced by previous knowledge and experiences
- The acquisition and application of knowledge, understanding, attitudes and values
- Incremental and results in a change for the learner
- A tool towards independence
- Knowing what to do when you do not know what to do

### **Our Aims**

Our aims for teaching and learning are that children will:

- Be tolerant and understanding with respect for the rights, views and property of others.
- Develop a responsible and independent attitude towards work and towards their roles in society.
- Achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness.



Pupil's work towards the school's aims by:

- Attending school in good health maintained by adequate diet, exercise and sleep.
- Attending school regularly
- Being punctual and ready to begin lessons on time
- Being organised - bringing the necessary kit, taking letters home promptly and returning reading books regularly
- Conducting themselves in a respectful manner at all times
- Taking responsibility for their own learning.

Parent's work towards the school's aims by:

- Ensuring that children attend school in good health, regularly and punctually
- Providing support for the discipline within the school and for the teacher's role
- Being realistic about their children's abilities and offering encouragement and praise
- Ensuring early contact with the school concerning matters which affect a child's happiness, learning and behaviour
- Giving due importance to homework, hearing reading and assisting in the learning of spellings and multiplication tables
- Allowing their children to take increasing responsibility as they progress throughout the school

The Curriculum

At Stanground St John's C of E Primary School the curriculum is organised in two Key Stages and the Foundation Stage. The Curriculum is creatively planned ensuring cohesion, progression and purposeful learning across the school. Teachers plan as a whole team and as Key Stages. A broad and balanced coverage is maintained through long term planning and blocking of units of work as well as special weeks and events during the year.

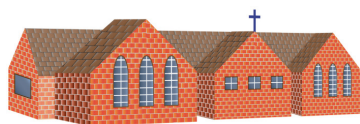
Homework

Homework is set throughout the school from Reception to Year 6. It is seen as a link between work done in school and a way of reviewing topics taught.

Additional homework may be given at any time to reinforce a topic and to extend learning through, independent work, research, investigations etc. Further practice in basic skills such as handwriting may be set at the discretion of teachers after discussion with parents.

Celebrating achievements

- Each child will have work displayed at stages throughout the Year. Sustained effort including drafting and reworking is encouraged to produce a high standard of work for display.
- School events such as concerts, performances and sport are seen as opportunities for children to demonstrate their own best performance.
- Children have rewards for quality work and effort. These take the form of certificates given weekly in assembly, team points, class certificates, stickers and praise letters home.



### Curriculum Team leaders

Team leaders have a variety of roles. They:

- Lead a curriculum team
- Ensure policies are kept up to date and reflect practice
- Support colleagues the delivery of their curriculum focus
- Monitor progress in their curriculum areas and advise the head teacher on action needs including professional development
- Take responsibility for the purchase and organisation of central resources for their subject
- Are expected to keep up-to-date with their subject through research, reading and attending relevant courses.

## **Strategies for the Use of Resources**

Classroom resources are the responsibility of classroom teachers who ensure that:

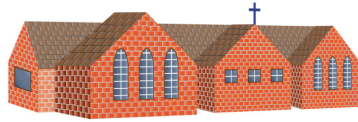
- There is a range of appropriate, accessible and labelled resources available, from which pupils can select materials suitable to the task set
- All children know where resources are kept and the rules about their access and use
- All pupils know what they must not touch for reasons of safety and privacy
- Children are encouraged to act independently in choosing, collecting and returning resources where appropriate
- Children and teachers act together to establish a welcoming, attractive and well-organised environment, engendering respect, care and value for all resources

### Children learn best when:

- They are happy and secure
- Their work is planned appropriately
- A variety of teaching techniques, strategies and contexts are used appropriately
- They are actively involved
- Their environment supports the learning
- There are positive links between home, school and the community
- The whole team works and develops together

### Therefore we must:

- provide positive, enthusiastic role models
- be consistent and fair
- be aware of and meet individual needs, interests and abilities
- balance high expectations with achievable targets
- praise and reward them appropriately
- establish and maintain clear guidelines, boundaries and expectations of behaviour
- foster a sense of belonging to their class and to the school
- maintain effective links between home and school
- ensure that our school is a place they want to come to
- base all planning on the evaluation and assessment of previous learning
- ensure that all adults and children are aware of the intentions and expectations
- determine learning outcomes in order to support their assessment
- consider the individual needs, interests, abilities and learning styles of the children



- have high expectations of all children and plan achievable, realistic, challenges and goals
- ensure that the chosen technique is fit for the purpose in terms of the task and the children
- expect them to pose hypotheses, ask questions and find answers, make reasonable predictions and sensible estimations
- be flexible in the formation of groups
- be aware of the differences between children merely sitting in groups and doing individual work; sitting in groups and co-operating during individual work; working collaboratively towards a common outcome
- use a range of intervention strategies such as encouragement, enabling, clarification, focusing, redirecting, informing, reviewing, exploration, probing, assisting
- provide practical, hands on experience
- involve the children in a review of their own work
- encourage the extension of the learning into the home
- if the teaching has required thoughtful responses, give the children thinking time
- encourage their initiative and interests within and beyond school
- develop their questioning skills
- be flexible in the organisation of furniture to respond to varied teaching strategies
- provide informal and formal opportunities for parents to have reasonable access to the school
- ask parents to inform us of significant changes that may impact on their child in school
- keep parents informed about the school in letters, organisers, newsletters and a notice board
- expect children to contribute to and learn from the community
- continue to support the responsibilities of the governors
- maintain our links and activities with other local schools and organisations
- be a critical friend to each other with positive, constructive, support
- continue to involve all members of the school in the process of school development planning
- ensure relevant training opportunities and courses

*Agreed: November 2009*

*Review date: November 2010*