

Shirehampton Primary School

Teaching and Learning Policy

Rationale

We aim to put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience and co-operation. We recognise the importance of making learning challenging, meaningful and memorable. For this reason we teach through a themed, experienced based approach to enable children to make connections and link ideas and areas of learning.

Our Teaching and Learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Our Teaching and Learning policy is at the heart of all we are doing at Shirehampton Primary School. It sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunity for all our pupils.

Purpose

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

Through our teaching we aim to:

- meet the needs of all learning styles e.g. visual, auditory and kinaesthetic styles;
- enable children to become confident, resourceful, enquiring, resilient and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all 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 this community;
- help children grow into reliable, independent and positive citizens for the 21st century

Our understanding

We acknowledge that people learn in many different ways, and when planning our lessons, we take into account these different forms of learning styles.

Effective learning results in

- The skills to become independent learners
- The desire to learn more
- Confidence to explain what you have learned
- Applying it to other situations, having a greater depth of knowledge and understanding
- Having a sense of pride

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Effective learning requires effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the NC

For **effective teaching** to take place there are a number of 'ingredients' that ~~we feel~~ are needed:

- Knowledge and understanding of the learning capabilities and response of your children
- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan
- A clear learning objective shared with the children both visually and auditory
- A clear link to previous and future learning through our loops of learning
- A clear outcome to be achieved at the end of the lesson
- A review of the learning at the end of the lesson
- Appropriate challenge for all children
- Teacher modelling through effective use of 'teacher talk' time
- Be appropriately and readily resourced
- Quality, higher order questioning and philosophical questions
- Quality Interaction between teacher and pupil and between pupils
- Pace is appropriate to ensure progression
- Enthusiasm
- Fun and memorable delivery, content and outcome
- Engagement of all the children
- Excellent behaviour management
- Opportunities for independent learning
- Elements of visual, auditory and kinaesthetic learning where possible
- Follow up feedback through effective, interactive marking

Our responsibilities

We will ensure that our curriculum is challenging, memorable and relevant. Through our planning, delivery, creative use of resources and personnel, professional development and training, we will aim to make teaching and learning at Shirehampton Primary School outstanding.

Our approach to effective teaching and learning

- Our teaching is based on our knowledge of children's level of attainment and we have high expectations of all children. We take into account ability and any additional educational needs.
- We set targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child termly and set revised targets. Children are given personalised targets by their class teachers.
- Lessons are planned with clear learning objectives and we evaluate all lessons so that we constantly look for opportunities to improve our teaching.
- Our teachers and support staff make a special effort to establish very good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our staff follow the school policy with regard to discipline and classroom management. We praise children for their efforts and help to build positive attitudes towards school and learning in general. We insist on good behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy. We aim to teach in an atmosphere of trust and respect for all.
- We ensure that all tasks and activities that the children do are safe and risk assessed.
- We deploy learning assistants and other adult helpers effectively working 1:1 or with groups.
- All our staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice. Regular monitoring provides feedback and next steps to help us make teaching and learning even better.

- Staff have responsibility for key areas of learning and support other staff to develop their skills in these areas.
- We teach daily phonics through Letters and Sounds across FS and KS1 and where this is required in KS2.
- Children sometimes work in small intervention groups outside the classroom with an adult to boost their learning.
- Children identified as having additional educational needs are supported by specialised TAs (SEN, EAL, S&L) and teachers
- We share the learning with parents through our whole school and year group newsletters and update the school website with photographs and news about school activities and learning.
- Pupil Voice in our school is very strong and we have a very active School Council who are regularly consulted on school choices and decisions.
- Family Challenges allow children to work with their parents in school on their current topic.

Our Learning Environment

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Our classrooms are attractive learning environments. Each classroom has well ordered clearly labelled resources. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their work at some time during the year. All classrooms have a range of age appropriate dictionaries and fiction and non-fiction books, as well as displays relating to English, maths, science topic and art.

We aim for our learning environment to:

- be welcoming
- be challenging and stimulating
- be peaceful and calm
- be happy and organised;
- be well resourced and clearly labelled
- makes learning accessible
- be encouraging and appreciative
- provide for equal opportunities
- provide for a working atmosphere
- support the development of independent learners.

Achievement

We take every opportunity to celebrate achievement through

- verbal or written praise by teachers, peers, Head teacher and parents
- displays of work
- opportunities to perform or share
- positive comments to parents, notes, phone calls
- Certificates and rewards

The Role of Parents and Carers

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- sending home termly newsletter at the start of each topic to inform children and parents of the content;

- holding parent’s evenings to share their child’s targets with parents and to explain our strategies for teaching key areas of the curriculum
- sharing pupils’ targets with parents at parents’ evenings and sending out end of year reports
- explaining to parents how they can support their children with homework.

We believe that parents have the responsibility to support their children and the school in implementing school policies.

We would 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 and PE kit
- do their best to keep their child healthy and fit to attend school ready for learning
- inform school if there are matters outside of school that are likely to affect a child’s performance or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfill the requirements set out in our Home School Agreement.

Agreed with staff	Agreed with Governors	Review Date	Reviewed
			2017