

Teaching and Learning Policy

1 Introduction

**1.1** AtCrookhill Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. 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 and rewarding lives.

2 Aims and objectives

2.1 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.

2.2 Through our teaching we aim to:

* enable children to become confident, resourceful, enquiring and independent learners;
* make children value learning and want to do their very best;
* 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.

**3 Equal Opportunities and Inclusion**

**3.1** At Crookhill Primary School, we are committed to providing an inclusive school where all children have the opportunity to maximise their potential.

* 1. Staff should respond appropriately to children’s diverse needs and be aware of the needs of children with differing: genders, special educational needs, disabilities and cultural ethnic and social backgrounds.
     1. All pupils are entitled to a broad, balanced, relevant and differentiated curriculum. The school will effect such entitlement by enabling appropriate access to the whole curriculum for all pupils. Provision for pupils with special educational needs will be supplemented by additional learning support and intervention paying attention to the pupils’ individual needs and barriers to learning. Reasonable adjustments will be made to provision where appropriate.

4 The Curriculum

**4.1** Curriculum time is planned as continuous study throughout the term. The National Curriculum is taught in Key Stage One and Two. In Reception, the Early Years Foundation Stage curriculum is taught.

**4.2** Staff identify links between subjects and a theme/topic approach is used for foundation subjects. Some subjects such as science or RE are taught discretely but links through topics are used wherever possible. Computing skills are taught in stand alone lessons but are used in other subjects wherever possible.

**4.3** The curriculum is reviewed yearly to ensure that it meets statutory requirements and reflects the needs and interests of our pupils.

**4.4** We are committed to raising the standards of basic skills at Crookhill and this is reflected in the priorities we place on basic skills in teaching time. Cross-curricular links are identified for Maths and English to give children the opportunity to practise basic skills and apply their knowledge, understanding and skills in different contexts.

5 Effective learning

5.1 We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

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

* investigation and problem solving;
* research and finding out;
* group work;
* pair work;
* independent work;
* whole-class work;
* asking and answering questions;
* use a range of ICT;
* fieldwork and visits to places of educational interest;
* creative activities;
* debates, role-plays and oral presentations;
* designing and making things;
* participation in athletic or physical activity.

**5.3** Factors which enhance and promote effective learning in school are:

* Home visits, to initiate contact and a relationship between parent, child and teacher in our Reception class;
* A smooth transition into Reception, From Early Years Foundation Stage to KS1, and KS1 to KS2;
* The use of ICT to enhance the delivery of the curriculum;
* Visitors and visits enhance the curriculum where possible;
* Practical activities and active involved learning are encouraged wherever possible so that children are encouraged to take responsibility for their learning;
* The use of the outdoor environment to enhance learning;
* An ethos where effort and positive attitudes are valued and encouraged;
* Positive relationships between staff and pupils;
* Positive relationships between home and school, involving parents/carers in the curriculum and enrichment opportunities.

5.4 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, and what they need to do next.

5.5 We firmly believe that everyone can build their learning capacity by having a positive attitude and through dedication and hard work. This is called having a growth mindset. We promote the growth mindset at every opportunity in school in order to encourage a love of learning and resilience in our pupils (and staff) which will enable them to be successful. We encourage everyone to use their learning muscles in school to help us to be successful.

Crookhill’s Learning Muscles:

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| Concentrating Cleo  Successful people learn to give their full attention to whatever they are doing. Allowing children to focus on things that interest them, whilst at the same time learning all of the content that is required, is a great way to secure engagement. | I don’t get distracted  I don’t distract others  I am focused on my work  I get lost in the task  I plan and do things in order  I check what I am doing and improve things |
| Don’t Give Up Derek  Successful people need to push themselves. A great curriculum needs to push children and teach them about the need to push themselves. Of course, it is much easier to push yourself if you see the point to what you are doing. The curriculum needs a certain degree of danger and risk if children are to experience the real world. They need opportunities to fail in a safe environment and learn to have another go. Children need to complete open ended puzzles and activities so they get used to developing perseverance. | I work hard  I practise lots  I keep going (perservere)  I try new strategies  I ask for help  I start again if I need to  I know I can improve if I keep trying |
| Be Creative Bertie  Successful people have ideas. They use their imagination and are prepared to be wrong. Children should understand that to be successful they need to try and think around the problem- don’t expect the answer to just be obvious. They need to encouraged to ask questions to deepen their learning and explain their thinking through words and/or diagrams. | I’m creative  I let my brain go wild  I think of new ideas and ways to do things  I think of new questions  I use my imagination |
| Have A Go Howard  If children are willing to try new things, they may just find something they are good at. Even better than this, they may find something that they love doing. Most successful people love what they do. Often when you just have a go, you surprise yourself. | I have a growth mindset  I don’t worry if things go wrong  I learn from my mistakes  I am excited to try new things |
| Cooperative Kate and Kieron  No one has experienced success by thinking about themselves. Successful people understand others. The curriculum needs to help children to realise that collaboration is what the real world is about. Children need to work in groups of all sizes and abilities with an opportunity to be both the teacher and learner. Speaking and listening skills will be developed to explain thinking and reasoning. | I listen to others  I say when I don’t understand  I’m kind when I disagree with someone  I explain things to help others  I am tolerant |

6 Effective teaching

6.1When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

6.2 We base our teaching on our knowledge of the children’s attainment and achievement. Our prime focus is to develop and deepen further the knowledge and skills of the children. We strive to ensure that tasks set are well-matched to the ability of the children, providing support and challenge where necessary. When planning work for children with special educational needs we give due regard to identified barriers to learning and information and targets contained in the pupil profile. We have high expectations of all children, and expect the highest possible standard of work from all of our pupils.

6.3We 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. The progress of children is reviewed through summative and formative assessment. Targets are reviewed termly and progress is reviewed half termly.

6.4We plan our lessons with clear learning intentions which we take from the National Curriculum and Early Years framework. Our lesson plans contain learning intentions and success criteria, information about the tasks to be set, key questions, the resources needed, and the way we assess the children’s work. We evaluate all lessons so that we can modify and improve our teaching in the future to ensure that the needs of the children can be met.

6.5 All staff establish 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 staff follow the school Behaviour policy. We set and agree with children the class code of conduct. We expect all children to comply with these 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. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

6.6We ensure that all tasks and activities that the children do are safe. Risk assessments are carried out for each lesson. Educational visits are planned carefully, risk assessed and approved by the Educational Visits Coordinator (Miss McCormack). Parental permission is obtained for educational visits.

6.7 We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with groups.

6.8 Our classrooms are attractive learning environments. Classrooms have permanent displays with information to support children’s learning and subject displays which are changed regularly to ensure 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 fiction and non-fiction books. 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.

6.9 All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

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

7 The role of governors

7.1 Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

* support the use of appropriate teaching strategies by allocating resources effectively;
* ensure that the school buildings and premises are best used to support successful teaching and learning;
* monitor teaching strategies in the light of health and safety regulations;
* monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
* ensure that staff development and performance management policies promote good quality teaching;
* monitor the effectiveness of the school’s teaching and learning policies through the school self-review processes. These include reports from subject leaders and termly headteacher’s reports to governors as well as a review of the in-service training sessions attended by our staff.

8 The role of parents

8.1We 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 parent consultations to inform and discuss children’s progress
* holding parent sessions to explain our school strategies for teaching English and Maths
* holding open afternoons for parents and carers to work alongside their child on activities in class
* sending information to parents at the start of each term in which we outline what the children will be studying during that term at school;
* sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
* explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

8.2 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 and arrives at school on time;
* 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;
* 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;
* fulfil the requirements set out in the home/school agreement.

9 Monitoring and review

9.1 We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

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