



Deeping St Nicholas Primary School

Teaching and Learning Policy

September 2015

At Deeping St Nicholas Primary School we believe in the concept of lifelong learning and the idea that both children and adults learn something new everyday. We maintain that learning should be a rewarding and enjoyable experience for everyone. It should be fun! 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 future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and Objectives

We believe that people learn best in different ways. At Deeping St Nicholas Primary School we aim to 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:

- Enable children to become confident, resourceful, enquiring and independent learners**
- Foster children's self – esteem and help them build positive relationships with other people, both peers and adults**
- 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, promote positive attitudes towards other people**
- Enable children to understand their community and help them feel valued as a part of this community**
- Help children grow into reliable, independent and positive citizens**
- Take a pride in their work and the work of others.**

Effective learning

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 suit them best. We take into account different forms of intelligence when planning teaching and leaning styles. We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving
- Research and finding out
- Group work
- Paired work
- Whole class work on occasion
- Independent work
- Asking and answering questions
- Using ICT
- Fieldwork and visits to places of educational interest
- Creative activities
- Using media, responding to musical and recorded material
- Designing and making things
- Participating in physical activity
- Participating in after school clubs
- Guest visitors and performers
- Provision of relevant resources.

Effective Teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement. We use the national curriculum and primary strategies to guide our teaching. This provides the aims and objectives of our teaching and details what is to be taught for each child.

The Teaching and Learning Policy provides a basis for the evaluation of teaching and learning at Deeping St Nicholas Primary School.

Teachers make ongoing assessments of each child's progress and use this information to plan their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the skills and knowledge of our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning learning for children on the SEN register we give due regard to the information and targets on the Individual Education Plans. When appropriate, teachers modify teaching and learning for learners with disabilities. We value each child as a unique individual and teachers are familiar with the relevant equal opportunities legislation regarding race, gender and disability. We will strive to meet the needs of all our children and ensure that we meet the statutory requirements related to matters of inclusion.

In the Early Years Foundation Stage, teachers use the Foundation Stage Profile. In years one to six, teachers keep ongoing records in core subjects to plan for future teaching to ensure that each child is working at an appropriate level. This enables progress to be monitored throughout the year.

We plan our lessons with clear learning objectives shared with the children. Each of our teachers makes a special effort to establish good working relationships with all children in their class and the rest of the school. We treat the children with kindness and respect. We treat them fairly and give them an equal opportunity to take part in all activities. All teachers follow the school policy with regard to behaviour. We expect all children to work together to promote the best learning opportunities for all. We praise children for their genuine efforts and by so doing help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times.

We aim to ensure that all tasks and activities that the children undertake are safe. When we take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and careful plans made. We inform parents and obtain their permission before the visit takes place.

We use teaching assistants as effectively as possible. Sometimes they work with individuals or small groups both inside and outside of the classroom depending upon the nature of the work involved. They play a part in the planning and assessment of children's work. Other adult helpers, when available are deployed as effectively as possible.

We strive to make sure that our classrooms are attractive learning environments. We change displays regularly, to ensure the classroom reflects the study theme undertaken by the children. We ensure that all children have the opportunity to display their best work at some time during the school year. Children have access to a range of fiction and non – fiction books in school, as well as visits from the mobile library van and displays relating to literacy, numeracy and science. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality outcomes for the children.

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

We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked with the OFSTED criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across the school. When evaluating teaching and learning in school, we consider:

- Classroom observation
- Classroom environment
- Sampling children's work
- Sharing pupil's work with colleagues, agreement trialling and celebrating successes
- Displaying work throughout the school and discussing quality

- Internal moderation of children's work
- Discussion with pupils.

Role of the Headteacher and Governing Body

- Support the use of appropriate teaching strategies be allocating resources effectively
- Ensure that the school building 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 promote good quality teaching

Role of parents/carers

We believe that parents/carers have a fundamental role to play in helping their child to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to discuss children's progress
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child's learning can be improved further
- Explaining to parents how they can support their children with homework
- Providing home school booklets detailing areas of study each term.

We believe that parents/carers have the responsibility to support their children and the school in implementing school policies. We would like parents/carers to:

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school and partaking in activities
- 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 their 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.

Monitoring and Evaluation

The Teaching and learning Policy has been written to provide a basis to evaluate the teaching and learning across the school. When evaluating teaching and learning in school, we consider:

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Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Review

The policy will be reviewed by the Governing Body every two years.

Appendix 1

Checklist for effective Teaching and Learning

- **Work is well planned with learning objectives that clearly focus on learning rather than activities**
- **The teacher has a good knowledge of the subject area**
- **Good links are made with previous learning and other curriculum areas especially speaking and listening, literacy and numeracy**
- **The teacher has high expectations of pupil's outcomes based on effective use of teacher assessment**
- **The pitch of work is appropriate for each pupil**
- **Differentiation is achieved in a variety of ways including by task, support, resource, outcome and extension**
- **A supportive learning environment is created**
- **Pupil involvement is maximised**
- **Pupils feel confident offering ideas, responding to challenges and taking risks in learning**
- **Resources enhance teaching. Good use is made of visual stimuli and learning support tools**
- **Clear paced instructions are given to pupils**
- **Learning objectives are clearly communicated to pupils**
- **Choice of teaching strategies is appropriate to the tasks and varied over time.**
- **Appropriate pace is maintained throughout the lesson.**
- **Learning is chunked into manageable units to maximise understanding and progress**
- **The teacher provides for visual auditory and kinaesthetic learning styles**
- **Behaviour is managed constructively**
- **Strategies used do not slow the pace of learning or undermine self – esteem**
- **Talk for learning is maximised. Talk about learning is focused and reflective**
- **Reinforcement and review of key learning is explicit**
- **Pupils are involved in self evaluation, self assessment and reflection**
- **Feedback to pupils contains reinforcements of strengths and further challenge. It is focused on learning objectives and success criteria.**
- **Assessment information is clearly used to evaluate teaching and learning and to inform planning for future learning.**

Appendix 2

Excellence

An excellent teacher is:

- Knowledgeable about the learning process
- Professional
- Reflective and continually learning
- Knowledgeable about their subject
- Optimistic and maintains high morale
- Enthusiastic
- Open and flexible
- Confident to take risks

An excellent pupil is:

- Keen to learn
- Enthusiastic
- Reflective
- Willing to persevere
- Setting ambitious personal expectations
- Interested

An excellent teaching and learning environment is:

- Safe
- Well organised
- Stimulating
- Fully equipped for e- learning
- Adaptable for cooperative learning
- Stating high expectations

An excellent lesson is:

- Engaging of all children
- Well paced
- Carefully planned with shared objectives
- Targeted appropriately for all children
- Characterised by skilful questioning
- Informed by previous assessment of leaning

An excellent pupil is usually:

- Trusted and trusting
- Able to think creatively and flexibly
- Curious
- Properly equipped for learning
- Keen to share knowledge and skills with other pupils

An excellent teaching and learning environment is usually:

- **Welcoming**
- **Linked to the community**
- **Celebrating personal achievement**
- **Presenting challenges and choices**
- **Linked to opportunity beyond the classroom**

An excellent lesson is usually:

- **Providing for autonomous learning**
- **Setting challenging but achievable targets**
- **Promoting a thinking culture**
- **Interactive and inclusive of all children**
- **Catering for diverse learning styles**
- **Enjoyed by all participants.**