



Policy for Teaching and Learning **Sheet 1 Teaching**

- Aims:***
- To provide a framework for different types of teaching that will enable every child to achieve their fullest potential.***
 - To ensure that all adults involved in teaching the children are working in Partnership with each other and with Parents.***
 - To ensure that methods of planning for effective teaching are well communicated through the school.***
 - To provide challenging, practical and active learning situations in which the children are fully involved.***

We are committed to providing the best quality teaching in order to deliver a broad and balanced curriculum to our children. We have a corporate understanding that children learn best by first-hand experiences. These are underpinned by attention being given to thorough planning, assessment, evaluation of the experience/s and professional judgement on the appropriate method of delivery. We ensure that delivery matches the identified teaching objective and preferred learning styles of the children involved with the desired learning outcome (objective).

The roots of good teaching are in thorough planning, linked to an ethos of flexibility which enables us to respond to learning opportunities as they arise. We have a clearly identified system of planning which encompasses the following stages:-

- A Key stage map which sets long-term topic plans and allows for progression within each topic base.
- Medium term planning documents specially developed in school to enable us to plan to specific schemes of work based on Programmes of Study.
- Weekly plans which consist of objectives and what is to be learnt (on display in classrooms for Parental awareness).
- Breakdown of curriculum coverage hours per week on pro-forma documents for each year group.

The method of delivery of any particular topic is decided at the short-term planning level. Planning in the Nursery is co-ordinated by the Nursery Manager, who works in close partnership with the Nursery assistants. The Nursery Manager liaises closely with the Reception team. Planning in Year 1 and Year 2 operates across the year group, where Teachers work closely together in sharing expertise and resources. This close liaison ensures a good progression of skills across the key stages of the school.

Teaching in the Nursery is differentiated carefully to match the needs of the individual child in the acquisition of social skills and attitudes as well as academic achievements. The children are encouraged to participate in a variety of different learning activities (see policy for Play). These are in line with their developing skills and maturity. By the

end of their time in Nursery, play is becoming more focused with a greater level of adult intervention in order to challenge the children's thinking. Early teaching of Literacy, Numeracy and Scientific skills (based on exploration of the world around us) follow the guidelines set out in the "Foundation Stage" document. As in the rest of the school, teaching groups are flexible, with the children being grouped in a variety of ways as appropriate to the situation and dependent on the skills, knowledge and understanding which are to be introduced and developed.

English and Mathematics in Key Stage 1 are taught as discrete subjects, and broadly follow objectives for learning as set out in the Literacy and Numeracy Strategies. Each class is divided into groups which receive equal parity of adult support and teacher focused time. Foundation subjects may also be incorporated into Literacy and Numeracy lessons in a cross-curricular approach. During these group sessions there are opportunities for individual teaching (see Policy for Maths and all English policies).

Science is a core subject which has many interdependent links into other subject areas. In order to gain full value from experiential learning, we take every opportunity to practice skills of observation, exploration and investigation of the children's immediate world (see also scheme of work for science). Wherever possible, extra adults are drafted in to support, channel and challenge the children's scientific thinking.

Children who have identified Special Needs are well catered for within the ability groupings in the morning. Some are withdrawn from class in order for them to follow specific teaching programmes (see Policy for Special Educational Needs). Children with Special Educational Needs have equal access to all areas of the curriculum (see Policies for Equal Opportunities and Children with Physical Impairment). As with all aspects of study, each individual has a different level of response, expertise and learning rate which is taken into consideration by the teacher in the planning and evaluating and target-setting process.

Assessment tasks are planned in at the medium term stage and are an integral part of the teaching process, which are then used to inform future groupings and curriculum content in addition to tracking children's progress. Teacher Assessment of skills is carried out on a rolling programme, based on the skills progression in the Foundation Stage Profile and the National Curriculum programmes of study for each subject. Development of specific skills and expertise are formally shared with Parents in October and June and in the annual report, issued in the summer term (see policies for Assessment and Reporting and Praise and Motivation)

Monitoring of subject delivery, quality of teaching and curriculum coverage is shared between the Headteacher and the subject managers as agreed on an annual basis (see policy for Monitoring). In addition, all classroom staff are involved in collaborative research, which involves critical analysis of teaching and learning skills throughout the school (see Strategic Development Plan, Key Objectives 6, 11& 13).



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Sheet 2 Learning

Aims: To establish a shared and clearly agreed philosophy for children's learning.

To engage children's interest for learning in such a way as to establish enthusiasm for the "lifelong learning" process.

To manage children's learning in such a way as to promote high standards of achievement, sensitively grouping children with due regard for:

- ***preferred learning style***
- ***individual learning needs***

To establish a culture where children are encouraged to challenge themselves, develop their thinking skills and take responsibility for their own learning

To communicate the understanding that all adults in the school are committed to protecting the right of each child to;

- ***expect a high level of care, tolerance and security***
- ***appropriate praise for effort***
- ***recognition of individual achievement.***

In setting these aims, we adhere to the principles and ideas contained in the following Statement for Effective Learning.

Learning is the process by which skills, attitudes and knowledge can be understood, applied and extended and as such is a lifelong process, central and integral to our existence.

We seek to establish positive attitudes to learning by our understanding that children learn best where there is care, tolerance, praise and high expectation associated with clearly communicated learning objectives.

Children learn best through practical exploration and first hand experiences which utilise all of their senses. They are able to understand new experiences by relating them to previous learning, using purposeful repetition, practice and reinforcement in a variety of different ways, including their active involvement in planning and reflection.

This Learning policy needs to be read in conjunction with the Teaching Policy. There is considerable overlap between the two policies as each is central and integral to the other.

Our philosophy for children's learning is enshrined in the Statement for Effective Learning and underpinned by the school Mission Statement. We endeavour at all times to keep the children at the centre of our thinking and planning. This reflects the need to encourage them in:-

- the use of initiative in asking questions
- making decisions
- finding information
- thinking for themselves
- knowing who and when to ask for information or help

We plan for excitement and stimulation within the curriculum and encourage the children to take risks and challenge themselves within the security of the school environment. This helps them to feel safe and secure in their relationships with adults so that they are not afraid of failure. By using an appropriate mixture of challenge, encouragement and praise we help children to persevere and co-operate together in the pursuit of understanding.

We set clear and consistent expectations for all of the children which encourages them to produce their best work at all times. All children are involved in identifying areas for improvement and targets are set for their learning in the basic skills (see Policies for Equal Opportunities and Target setting). By establishing a clear framework for the task, communicating our success criteria and sharing learning objectives, we encourage a sense of purpose.

Each classroom has a clearly communicated routine, with resources and equipment laid out and labelled in such a way as to encourage the children to develop a sense of ownership and independence of access. Each teacher sets parameters for work ethics in different situations and organises the classroom in such a way as to reinforce their expectations. Each class has a set of rules which they have been involved in formulating. There is clear Assertive Discipline Policy which has a set system of rewards and sanctions and a Discipline Policy which are understood by all the children (see Policies for Assertive Discipline and Discipline).

Our school grounds are a great asset and are being continually developed in order to extend and enhance learning opportunities for the children. We have developed the grounds in such a way as to facilitate learning in each area of the curriculum. All classrooms have a covered area outside equipped with facilities for sand and water play. There is a wild area, a fenced pond area with a dipping platform and bird feeding tables, opportunities for physical play, a music garden, a pagoda-style outdoor classroom and other areas which the children help to plant and maintain (see policies for playtimes, all play policies and the policy for School Grounds use).

Our policy for Teaching and Learning has been succinctly defined in the school's Mission Statement, which gives high priority to the learning environment which we believe will encourage the highest fulfilment and achievement for all.

