Inspiring each other to succeed & exceed!

DELPH SIDE C P SCHOOL

Teaching and Learning Policy

Rationale:
At Delph Side Community Primary School we value all teaching and learning experiences which contribute to the development of the whole child. We strive to raise levels of attainment for all pupils enabling them to achieve their personal best and to become confident and enquiring life long learners.

The purposes of this policy are to:
- promote a shared understanding of what makes for effective teaching and learning;
- ensure the progress of all children;
- provide an agreed basis on which to evaluate effectiveness in teaching and learning;
- identify opportunities for continuous professional development to enhance teaching and learning;
- create opportunities to share good practice.

Equal opportunities:
In accordance with the school's Equal Opportunities Policy all children are given full access to the curriculum. Staff help all children to reach their full potential irrespective of race, gender, age or ability.

Health and Safety:
There are areas of the curriculum where Health and Safety issues must be taken into account. These include:
- Design and Technology – where use of adhesives and tools must be correctly taught as part of the skills base and then reinforced within independent work;
- PE – where correct techniques/limits must be observed with regard lifting of equipment. Also close supervision is required when moving games equipment or gymnastics apparatus, to prevent injury;
- Science – where preventative measures need to be taken to ensure safety near extremes of temperature, sharp materials, etc.

Teaching:
At Delph Side CP School, we recognise that teaching is most effective when teachers:
- have good subject knowledge and understanding of subjects to be taught;
- maintain good personal relationships with pupils – individuals need to feel valued to learn effectively;
- are secure and competent in teaching basic skills;
- plan effectively, creating learning experiences based on where the children are and where they need to get to, to make progress
- plan a broad and balanced curriculum;
- assess children's work to ensure progress and inform future teaching;
- set children challenging but realistic age appropriate targets;
- use a variety of teaching styles including use of 'learning through play' in both the Foundation Stage and main school;

- embed IT and Computing skills in all curricular subjects in addition to teaching in ‘isolation’;
- differentiate the curriculum;
- utilise support staff and helpers effectively;
- make maximum use of time by appropriately manipulating timetables and maintaining appropriate pace through lessons;
- create a secure and stimulating learning environment
- share child friendly learning objectives
- provide clear success criteria so that children understand what is required of them to make progress and embed knowledge and skills more widely
- use effective marking and feedback in books to ensure children understand what they need to do next to make progress

Teachers are supported by:
- having a clear understanding of their role;
- colleagues, mentors, line managers and the Senior LeadershipTeam;
- evaluation and feedback on their planning, teaching and children’s work;
- appropriate In-Service training and Professional Development Opportunities.

Moderation:

- At Delph Side, we recognise the need for consistency in assessment as it provides a clear and accurate picture of where a child is in order for them to progress further. Moderation is key to ensure accuracy.
- Moderation meetings will take place termly with a particular focus (ie Reading, Writing, Maths). Staff will work in teams and use the Lancashire KLIPs to assess work in line with the schools determination of the banding of Emerging, Developing and Secure within age related criteria.
- Senior leaders and middle leaders will periodically check levels as part of ongoing monitoring procedures.

Children’s Learning:
Children enter school at different stages of development; they learn in different ways and make different rates of progress. Learning is most effective when children:
- are engaged, appropriately challenged and extended;
- are motivated to work to the best of their abilities;
- understand what they are doing, how well they have done and how they can improve;
- acquire new knowledge and skills through a practical ‘hands on’ approach rather than purely through didactic teaching approaches;
- are given opportunities to develop ideas and increase their understanding;
- work in a secure environment supported by positive behaviour management.

Learning opportunities provided should include:
- investigation
- experimentation
- listening, talking, discussion
- observing
- asking questions
- role play
- use of imagination
- repetition and consolidation
- problem solving
- use of IT

Learning styles should include:

- individual learning
- collaborative learning in pairs and groups
- one to one learning with adult or peer
- opportunities for Visual, Auditory and Kinaesthetic learners

Home-School Links:

The school promotes partnership with parents and families. Parents also share responsibility for learning by:

- Making sure their child attends school regularly and arrives on time, contacting school on the first day of any absence;
- Attending parents' evenings to discuss their child's progress;
- Supporting their child with daily reading and weekly homework;
- Supporting the school's behaviour policies;
- Letting the school know about any problems that may affect their child in school;
- Equipping their children for school with correct uniform and PE kit;
- Helping their child to be healthy and fit for school;
- Promoting a positive attitude to school and learning

Resources:

High quality resources are essential to assist children in their learning.
Each classroom is equipped with a basic set of resources appropriate to the age range of the children ensuring equality of access. Each class is also equipped with an Interactive Whiteboard.
Each class teacher has personal access to a laptop for planning, preparation and assessment.
Specialist resources are stored in central or curriculum area stores, and are audited by the Subject Leaders. A list is available for key resources in each subject area. The subject leader will ensure materials are available as per class teachers requests/medium term planning resource implications.
Pupils are taught how to use all resources correctly, with care and respect and with regard to health and safety.

Evaluating our effectiveness:

Teaching and learning is monitored and evaluated through:

- planning
- assessment
- records and reports
- classroom observation
- children's work
- talking and listening to children
- formal and informal staff discussion
- parent consultation
- data analysis
- performance management/appraisal
- teaching and learning audits
- Learning walks

This policy is to be read in conjunction with the following policies.

Special Educational Needs
Assessment
Equal Opportunities
Health and Safety
Behaviour Policy
Homework Policy

To be reviewed: Summer 2018