

Fourlanesend C P School

TEACHING AND LEARNING POLICY 2015

This policy reflects the consensus of opinion of the teaching staff and has the full agreement of the Governing Body.

AIMS AND OBJECTIVES OF OUR SCHOOL

To help our children:-

- to become a mature, thinking, caring and independent individuals;
- to be able to cope in a literate , numerate, technological society;
- to have confidence in themselves and their own abilities;
- to develop understanding and tolerance towards others;
- to develop an appreciation (including spiritual, moral, social and cultural) of the world around them;
- to resolve a balanced set of ethics and high standards of behaviour;
- to realise their full potential;
- to challenge ALL children across ALL subjects.

Other aims:-

- to provide a secure and well-resourced working environment for pupils and staff;
- to promote the professional development of the staff;
- to work with parents and the wider community ensuring mutual understanding of the views and aspirations of the school.

We want our school to be one in which the children are able to:-

- feel secure and comfortable;
- develop confidence;
- become independent learners and thinkers.

We will encourage shared values by:-

- showing mutual respect and tolerance towards each other;
- caring for the world in which we live;
- preparing for future good citizenship and skills necessary to function as an active member of our British society.

We will develop an approach to learning that strives for the highest standards in:-

- academic
- social
- cultural

- moral
- spiritual
- and physical aspects

We will be proud of our school and celebrate our achievements.

TEACHING AND LEARNING AIMS

- to convey our vision about teaching and learning; to be a forward looking small community primary school providing our children with an excellent education and developing in them personal qualities essential to equip them for their life after Furlanesend.
- to provide an agreed framework which underpins all areas of the curriculum and is broad and balanced;
- to clarify current practice and determine future approaches to teaching;
- to improve the quality of teaching and learning experiences offered to the children;
- to enable pupils to become active citizens and workers and flourish as individuals in a diverse and changing British society.

THE CURRICULUM

We intend to provide a broad and balanced curriculum that develops the academic, social, emotional, spiritual and physical aspects of every child. We see the curriculum as all that is taught in school and broader than merely that which is prescribed by law in the National Curriculum and the Cornwall Agreed Syllabus for R.E. (SACRE) The development of personal and social skills of individuals are, we believe, also crucial for their future development.

THE SCHOOL ETHOS

The school encourages each child to realise their full potential by the provision of a caring, ordered and happy environment; an environment conducive to spiritual, moral, cultural, mental and physical development regardless of age, gender, race, creed or exceptional needs.

The school believes that it has a duty to foster qualities of character such as conscientiousness, independence, self-confidence, honesty and consideration for others.

We endeavour to keep fair, consistent discipline with positive reinforcement through praise and encouragement.

ACHIEVEMENT AND ATTAINMENT

The attainment, academic and achievement of any pupil should be commensurate with his/her potential. Standards of attainment will be judged against national norms and against the capabilities of and previous attainments of the individual.

ELEMENTS FOR EFFECTIVE TEACHING AND LEARNING

We believe that in an ideal situation **these are the elements that will promote the best teaching and hence the best learning.** They are not intended to be an all-encompassing teacher's tick list but we will aim to provide as many of these as are appropriate and possible.

Planning and Preparation

- The selection of educational aims and objectives are made in terms of learning outcomes for a lesson or a series of lessons.
- Approaches and resources are well prepared and well provided to deliver these.
- Progression for individual pupils and groups is built into these tasks/activities.
- Teachers have high expectation of their learners.
- There is evidence that the lesson/number of lessons is part of a structured course
- Teachers should have secure knowledge of their subject.
- Lessons are based on good accurate assessment of pupils' capabilities and prior learning.

Classroom Management: Learning environment: Classroom organisation

- The physical layout of the class is appropriate for the learning activity.
- There are sufficient and appropriate resources.
- There is evidence of routines for the beginning and end of lessons.
- Pupils know what behaviour is expected of them for a variety of learning activities.
- A working atmosphere is maintained through effective communication between teacher and pupils.
- Good behaviour, attitude and learning progress is suitably rewarded through house points, values stickers and certificates in celebration assembly.
- Inappropriate behaviour is responded to appropriately and consistently in line with the behaviour policy.
- Teachers can respond to unexpected or unpleasant situations
- Pupil's work is displayed in such a way which shows it is valued
- All displays provide a stimulus for learning (support and challenge).

Communications

- The teacher makes clear the structure and purpose of the learning experience.
- The teacher is successful in engaging the pupils in the learning experience

- The teacher uses a wide variety of ways of communication,
 - Informing
 - Describing
 - Explaining
 - Discussion
 - Questioning

and from these communications and observations the teacher can reshape tasks and explanations to improve learning.

- There are many appropriate interventions in the learning experience.
- Pupils discuss the work they are undertaking – this is part of the learning process.
- It is expected that most read accurately, expressively and with understanding using a range of other texts for learning.
- It is expected that most pupils write fluently, coherently and accurately tackling a range of work and planning and redrafting where appropriate.
- Pupils speak clearly and audibly in a wide range of circumstances – they narrate, explain, describe, hypothesise, analyse, assert, compare, question and deduce.
- Pupils listen to others and respond appropriately to what they say.
- Pupils develop presentation skills in both speaking, writing and using ICT technology.

Individual Needs: differentiation

- The teacher has knowledge and understanding of pedagogy, the pupils' ability, and personality.
- Learning outcomes where possible are matched to the individual pupil's needs, ability, interest and aptitude.
- The teacher communicates with individuals and/or small groups.
- The time allowed for pupils to complete tasks varies according to individual difference.
- Support and extension are systematically planned.

Motivation and enthusiasm

- Pupils are fully involved in the task/activity
- Pupils are engaged in the learning experience
- Pupils are discussing the task/activity
- Pupils know what is expected of them and can explain the task
- There is evidence of the teacher giving praise, constructive criticism, and enthusiastic encouragement and developing a positive supportive tone
- Pupils confidence and self-esteem is high

Variety and range of materials and approaches

- A broad range of material is available to ensure access to the curriculum

- A variety of resources are available to fit individual needs
- Material and approaches are targeted appropriately to meet individual needs
- Exemplary examples raise expectations and therefore standards
- A range of appropriate learning activities is available and appropriately used, e.g. structured reading and writing tasks
- Investigational opened ended work
- Collaborative group work
- Experimental learning
- Problem solving
- Information handling
- Different pupils working on different tasks

Pupil participations, involvement and responsibility

- An important purpose of teaching and learning is the promotion of learner's independence.
- Pupils are involved in determining and identifying their own learning outcomes
- Where appropriate, pupils are given the opportunities to choose the task resources required and the way in which they work
- Pupils can identify and carry out appropriate behaviour in a variety of learning activities
- Pupils can identify their strengths and weaknesses and know what they need to do to improve their achievements

Pupils retain and apply their knowledge, skills and understanding Assessment

- Assessment is used to advance learning as well as to determine whether learning has taken place.
- Teachers take account of what learners know already in order to plan the next step.
- Assessment is part of teaching and learning and is built into the lesson experience. Pupils know how well they have done through feedback (oral and written) and can discuss what they need to do to sustain good progress.
- Record keeping systems such as our tracking of pupil's progress are kept on the server and in the data file in the office and pupil tracker.
- Evidence is kept to support teacher assessment.
- Standardised tests such as S.A.Ts and distance work contribute towards individual pupils tracking profile and assist formative assessments by staff. (see Assessment Policy)
- The school marking policy is applied and informs assessment and progress.

TEACHER TRAINING

Teaching and learning effectiveness depends on staff learning. The importance of teachers learning continuously in order to develop their knowledge and skill, and adapt and developing their roles is recognised and supported. Staff have opportunities for in-service training and are expected to take advantage of them.

ROLE OF GOVERNORS

Our governors determine, support, monitor and review the schools policies and practices. In particular they:-

- ensure that the school buildings and premises are effective in supporting 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.
- monitor and ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of teaching and learning through school self-review and the school development plan.

ROLE OF PARENTS

Parents are responsible for ensuring that their children attend school regularly and punctually.

Parents are responsible for ensuring that their children are properly equipped and appropriately dressed for the school working day.

As children will spend more hours out of school than in school parents have a fundamental role to play in helping their children learn.

The school supports parents through:-

- setting regular homework tasks and information about homework expectations;
- information about programmes of learning for the school year;
- induction and transition meetings;
- a progress consultation day;
- written reports;
- meetings and discussions arising from either a teacher's or parent's concerns;
- providing opportunities for children to attend after school activities on site or elsewhere in the locality;
- newsletters;
- FoFLES (Friends of Furlanesend School);
- School website.

CONSISTENT POLICY FRAMEWORKS

Teaching and learning is the core function of schools. Policies and practices at national, local and at school levels recognise the fundamentals of teaching and learning. They should be designed to ensure children have access to the learning environment in which they can thrive as British citizens. We believe that policies and practices should be consistent, consolidated and evaluated over time. Frequent radical changes are to be avoided. Effective changes occur where what is valued is retained and changes needed for future development are well planned and resourced.

SUMMARY

Our strategy for raising the quality of teaching and learning is therefore based firmly upon reflection, expectations, planning, teaching, assessment, diagnosis and response. These are all areas in which our teachers have strengths and expertise. They do not depend upon fashionable approaches or promised new resources. They are based on consistency from class to class and from year to year and through our teachers becoming very familiar with what to do and how to do it better. We are raising the attainment of our pupils through new skills and knowledge. It is happening because of our systematic applications of our high expectations, professional skills, monitoring structures and partnership with pupils, with parents, with the local school cluster and with governors.

Fourlanesend Values:

- Respect and Responsibility
- Enthusiasm for Learning
- Confidence
- Honesty
- Kindness

These are integrated and embedded throughout the curriculum.

This policy has been approved by the governing body and will be reviewed on an annual basis.

Signed:

Date: Autumn 2015

Renewal date: Autumn 2016