



Policy: Teaching and Learning Policy

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Authorised by: Governing Body

Updated by: Curriculum Leaders

Introduction

All pupils at our school are important, and our ethos celebrates diversity of experience, interest and achievement. "The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God." (Valuing All God's Children, May 2014).

As a Church of England School, we identify Christian values that underpin the whole of our community. These values inform our school's vision, aims and ethos, the design of our curriculum, all policies, planning and the school's management and governance. All our Values for Life relate to this policy and support us in 'building foundations for a love of life and a love of learning.' Our school has at its heart the belief that all children are 'made in the image of God'. Everyone is different, everyone is valued and everyone is loved.

We believe that:

- Every child is entitled to enjoy his/her childhood
- Every child should be valued for his/her individual strengths
- Every child should experience success

Our vision is that children will leave our school with:

- An enquiring mind, a desire for knowledge and a love of learning
- High self esteem and personal expectation, and a sense of achievement
- An understanding and appreciation of Christian values
- A respect for self and others
- A developing spirituality
- A foundation of key skills – linguistic, mathematical, scientific, creative, technical, physical, personal and social

Our Values

We aim to make our school a place where:

- We foster a love of learning, a love of life, a love of one another, a love of God
- Learning and achievement are rich and creative experiences for every child
- We provide a broad, balanced and stimulating curriculum through which everyone is encouraged to achieve their potential
- Everyone learns as part of our co-operative and supportive community
- We value the contribution that parents make to their children's learning
- People of all faiths and cultures are welcome
- Individual strengths are valued and diversity celebrated
- All are treated equally and given equality of opportunity regardless of gender, special needs, disability, race, religion or background
- Children feel safe and secure

- Children make positive contributions to the school and the wider community
- Everyone respects each other
- Children develop a sense of responsibility for themselves, for each other, for the school and for the local area and the world
- Children can develop in mind, body and spirit
- Christian values are modelled and taught, and understanding and respect for other faiths are established

Rationale

In order to achieve our vision and stay loyal to our values, the teaching and learning in the school needs to be of the highest quality. This policy sets out how our school will achieve that.

Process

We asked children, teachers and teaching assistants to complete the statement, “**Children learn best when...**” We then asked teachers and teaching assistants what they felt ‘good teaching and learning’ should look like at Upton St Leonards Church of England Primary School. A small group of children, attending the Gloucester Schools’ Partnership Pupil Conference, was also consulted, and they were asked ‘What makes learning great in our school?’

Using the responses, the Senior Leadership Team and staff compiled a checklist of best practice to ensure high quality teaching and learning.

Each time, we asked the question: ***What will we see?***

The policy is split into the following areas:

- The child as an individual
- The learning environment
- Teaching and curriculum
- Partnership with parents and carers

Children learn best when:

- a. They feel happy, safe and secure**

This means that we will see:

- i. Positive relationships throughout the school.
- ii. A caring attitude among children and adults.
- iii. People being appreciated and valued in both words and actions.
- iv. Familiar routines for regular events eg register, handing out/ collecting materials etc enabling smoothly organised classrooms.
- v. Children and adults safe from physical, mental and emotional harm or bullying.
- vi. Children and adults confident, adventurous and allowed to learn from mistakes.
- vii. Respect for people and property.
- viii. Class Charters based around the Rights Respecting Schools Programme.

Children learn best when:

b. They are physically comfortable and alert

This means that we will see:

- i. Appropriate furniture suitably arranged in classrooms
- ii. Water available to children when they need it, this means that adults will remind children to drink.
- iii. Children sitting comfortably on the floor for short periods
- iv. Adults and children dressed in appropriate clothing for different lessons, both indoor and outdoor
- v. Children positioned taking account of individual needs, for example: left handed / right handed, hearing impairments, visual impairments
- vi. Adults monitoring the temperature of the classroom and individual children, and intervening in order to maintain a comfortable temperature e.g. opening windows, asking children to remove sweatshirts.

Children learn best when:

c. They feel valued and appreciated

This means that we will see:

- i. Adults using positive, encouraging, affirming words and actions to all pupils.
- ii. Teachers interacting with every child individually during the day.
- iii. Children given time to speak for themselves and listen to others.
- iv. Teachers and Teaching Assistants acknowledging and celebrating the talents, gifts, strengths, aptitudes and interests of the children in their class.
- v. Teachers actively developing an atmosphere of encouragement and appreciation.
- vi. SMT acknowledging and celebrating the talents, gifts, strengths, aptitudes and interests of the children across the school.
- vii. A displayed house point chart for each child from Y1 to Y6.
- viii. Whole school recognition e.g. Golden Book, Star Boards, newsletters

Children learn best when:

d. They are confident, excited and inspired to learn

This means that we will see:

- i. Children learning from first hand experience.
- ii. Children engaged in purposeful learning throughout the day.
- iii. Children willing to take risks, within boundaries, and be adventurous learners
- iv. Children eager to be successful learners.
- v. A positive attitude to learning.
- vi. Children having an active involvement in directing their learning when appropriate.
- vii. Children learning from their own mistakes and misunderstandings.
- viii. Children learning from previous experiences.
- ix. Teachers challenging ideas, thoughts and misconceptions through probing questions, in class discussions and on an individual basis
- x. A variety of groupings allowing for flexibility and effective teaching and learning e.g. pairs, ability groups, mixed ability groups, groups of three and four, friendship groups, topic groups, house groups etc.
- xi. Learning experiences supported by visits and visitors.

Children learn best when:

e. They have the right environment to learn in – purposeful and productive

This means that we will see:

- i. Children focusing and learning for sustained periods.
- ii. Children working with a noise level appropriate to the activity in hand,
- iii. Children given time to relax and reflect on learning experiences.
- iv. Appropriate lighting – using natural daylight where possible.
- v. Timetables on display.
- vi. Classrooms organised so that children can be independent learners, with high quality resources and materials clearly labelled and readily available.

Children learn best when:

f. They are inspired by their surroundings

This means that we will see:

- i. The whole school organised to include informative workshops and galleries where children have contributed to the learning environment
- ii. Classrooms and corridors attractively arranged with children's work presented and displayed carefully.
- iii. Tidy and up-to-date classroom displays with a range of interesting pictures, books and artefacts.
- iv. Classroom where the topic/ theme is immediately clear.
- v. Questions, both child initiated and posed by adults, to stimulate thinking and discussion.
- vi. Display boards regularly maintained with a range of content: finished children's work; working walls, including for RE; interactive displays, art work.
- vii. Reflection areas in classrooms and corridors, which have a focus on the term's Value for Life and which provide space for thinking, talking and prayer.
- viii. Teachers using examples of writing, oratory, art, presentation, drawing etc to show what good looks like
- ix. Children achieving their highest standard
- x. Children eager to learn and willing to work hard.
- xi. Children learning from authors, poets, artists, sports people, craftsmen, people noted for their bravery/ endeavour, writers, explorers, scientists etc.
- xii. Adults and children being excellent role models.
- xiii. Children eagerly sharing and celebrating each other's successes, including in whole-school assemblies.
- xiv. Children using the outside spaces including the Spiritual Garden.

Children learn best when:

g. They are actively involved in their own learning

This means that we will see:

- i. Children learning how to learn e.g. Building Learning Power (Guy Claxton), Thinking Skills (Edward de Bono), Brain Awareness, Successful Learners (Di Pardoe).
- ii. Children asking questions, and being involved in dialogues about learning, with peers and adults.
- iii. Resourceful children using the classroom's range of materials and equipment independently.
- iv. Children having time to follow their own lines of enquiry and exploration, enabling them to produce work of real substance.

- v. Routines in place, enabling children to be independent.
- vi. Children regularly involved in self-assessment and peer assessment.
- vii. Children having time and confidence to express their own opinions and listen to/ discuss those of others.
- viii. Children talking about, and explaining their learning.
- ix. Children having the opportunity to work outdoors throughout the year.
- x. Children listening to fiction read by adults.
- xi. Children and adults sometimes learning together (e.g. Orchestra, art skills, sports coaches).
- xii. Home learning tasks completed.

Children learn best when:

h. Their learning is carefully planned and structured

This means that we will see:

- i. Short term and long term planning to ensure that there is a broad, balanced, rich and relevant curriculum, based on children's prior learning and achievement.
- ii. Assessment for learning tasks being used to monitor attainment and progress;
- iii. Assessment evidence being used for diagnostic purposes
- iv. The use of pupil tracking to chart children's progress, identifying strengths and weaknesses of individuals, groups and cohorts
- v. The statutory parts of the National Curriculum (KS1 and KS2), and Early Years Foundation Stage Curriculum Guidance being covered, with time being made available for other activities.
- vi. A combination of skills and knowledge being taught leading to understanding that can be applied in other situations.
- vii. The Cornerstones Essential Skills forming the basis for planning learning matched to the age and needs of the children.
- viii. Separate progressions of skills used for PSHE (Cambridge Scheme), PE (LCP Scheme with some additional topic links), RE (Gloucestershire Agreed Syllabus), Kangaroo and Abacus Maths, eSafety (Kensington and Chelsea).
- ix. Learning objectives are clear and context free, so that children know what they are learning.
- x. Success steps, success criteria, hints to help form part of the classroom practice
- xi. The match of work/task challenges and extends learning.
- xii. Teachers adapting, changing and re-working their planning to reflect the children's interest, enthusiasm, attainment and experiences.
- xiii. Outcomes for real audiences and authentic purposes are used whenever possible.

Children learn best when:

i. Teachers have high, but realistic expectations of them

This means that we will see:

- i. Children and teachers discussing learning outcomes and expectations, using a variety of different methods.
- ii. All children being challenged in every lesson.
- iii. Children achieving and celebrating success.
- iv. Children developing resilience, stamina, perseverance and determination in seeing a task through to a successful conclusion.
- v. Children taking pride in the presentation of their work

- vi. Lower attaining children having appropriately matched work, provision and support.
- vii. Children with SEND suitably challenged and supported to engage in their learning (see SEN Policy)

Children learn best when:

j. They know how to improve

This means that we will see:

- i. Children reflecting on their achievements and areas for development, in work, behaviour, attitudes and relationships.
- ii. Children working towards targets set to ensure progression.
- iii. Children being increasingly involved in setting their own appropriate targets as they progress through the school.
- iv. Focused marking identifying strengths and areas for improvement - as described in the Feedback and Marking policy.

Children learn best when:

k. There is a strong, mutually supportive relationship with home

This means that we will see:

- i. Home School Diary and School Reading Record in daily use to provide regular communication.
- ii. Parents/Carers (and grandparents/ relatives) being encouraged to help children at home through homework and other activities.
- iii. The School Website, including the VLE, used as a source of information and inspiration
- iv. Meetings to show parents how best to support their children in school.
- v. Regular planned meetings with parents/carers to celebrate achievements and highlight targets and areas for development.
- vi. Parents/carers welcomed into the school for themed events, class assemblies, concerts and productions.
- vii. Parents/carers and staff meeting whenever the need arises.
- viii. Parents/carers encouraged to share skills, talents and experiences within the broader school setting.