

## Teaching and Learning Policy

### Introduction

At Longhoughton C of E Primary School, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, 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 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 our school, we provide a rich and varied learning environment that allows all 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 to build positive relationships with other people
- Develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings
- Show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people
- Enable children to understand their community, and help them feel valued as part of it
- Help children grow into reliable, independent and positive citizens.

All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:

- The teaching should build on previous learning
- It should give pupils the 'big picture' of the lesson
- The teacher should explain the learning objectives, and why the lesson is important
- The lesson should be presented in a range of styles
- It should allow opportunities for the pupils to build up their own understanding through various activities
- It should allow opportunities for the children to review what has been learnt
- It should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies
- The teaching should indicate what the next step in the learning will be.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem-solving
- Research and discovery
- Group work
- Partner work
- Independent work
- Whole-class work
- Asking and answering questions
- Use of a range of ICT

- Watching videos and responding to musical or tape-recorded material
- Fieldwork and visits to places of educational interest
- Creative activities
- Debates, role-plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn - what helps them learn and what makes it difficult for them to learn.

We set academic targets for the children in each year for Maths and English (reading and writing). We review the progress of each child termly and at the end of the academic year, and set revised targets.

We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

We conduct all our teaching in an atmosphere of trust and respect for all.

### **The role of Governors**

Our Governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are used optimally to support teaching and learning
- Check teaching methods in the light of health and safety regulations
- Seek to ensure that our staff development and our performance management both promote good-quality teaching
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject coordinators, the Head teacher's reports to Governors, and a review of CPD training sessions attended by staff.

### **The role of parents and carers**

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

- By holding parents' evenings to explain our school strategies
- By sending information to parents and carers such as school newsletters and class newsletters which outline the topics that the children will be studying during that half term at school
- By sending children's targets to parents and carers and offering 2 parents consultations a year with a full written report in July, in which we explain the progress made by each child, and indicate how the child can improve further

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- By explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

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

- To ensure that their child has the best attendance record possible
- To ensure that their child is equipped for school with the correct uniform and PE kit
- To do their best to keep their child healthy and fit to attend school
- To inform school if there are matters outside of school that are likely to affect a child's performance or behaviour
- To promote a positive attitude towards school and learning in general
- To fulfil the requirements set out in the home-school agreement

### **Monitoring and review**

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or earlier if necessary.

<b>Author</b>	<b>Date</b>
Staff and Governors	Original date not known
<b>Reviewed</b>	<b>Revision date</b>
FGB	June 2013
Staff & Governors	June 2013, May 2016
<b>Signed</b>	