



Twineham C.E. School Learning and Teaching Policy

Ethos

At Twineham C.E. School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We strive for learning to be a rewarding and enjoyable experience for everyone. Through our learning and teaching we equip children with 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 children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

Enable children to become confident, enquiring and independent

Foster self-esteem and help learners build positive relationships with others

Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others

Show respect for all 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 this community

Help children grow into reliable, independent and positive citizens.

Promote British Values throughout the curriculum whenever it is possible to do so

Effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow children to learn in ways that best suit them.

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

- Investigation and problem solving
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole class work
- Asking and answering questions
- Use of the computer
- Fieldwork and visits to places of educational interest
- Creative activities
- Discussion, role play and oral presentations
- Designing and making things
- Participating in physical activity

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

Effective Teaching and Learning

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our coverage. This details what is to be taught to each year group.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop the skills and knowledge of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for the children with special educational needs and disability we give due regard to information and targets contained in our provision map and individual educational targets. We have high expectations of all children, and aim to support children to work at their highest possible standard.

We regularly set academic targets for the children and we review their progress termly.

We plan our lessons with clear learning objectives and when appropriate use success criteria. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess our children's work. We encourage written commentaries, self-assessment and for the children to consider what the next steps might be in order to achieve their best.

We use our marking policy to move children on allowing them time to respond to the marking and act upon it. We evaluate our lessons so we can modify future lessons and improve our teaching in the future.

Each teacher makes a special effort to establish good working relationships with all the children in the class. We treat children fairly and with kindness and respect. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with the children rights and responsibilities. We expect all children to comply with these that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing; we help build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

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 classrooms are attractive learning environments. We regularly change displays to reflect the current topic and displays also are used as learning walls for numeracy and literacy. We endeavour to give each child the opportunity at some time in the year to have their work displayed. All classrooms have access to a range of dictionaries, fiction and non-fiction books as well as displays relating to literacy and numeracy. There is also a quiet reflective area in each class base. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

All our teachers reflect on their strengths and areas to develop and we plan professional development accordingly. We do all that we can to support our teachers in developing their skills, so that they can continually improve their practice.

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

The role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively, in line with the School Improvement Plan
- Ensure that the school building and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effectively teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching

- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from the Headteacher and teachers as well as reports of Governor visits to the school

The role of parents

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

- Holding parents' information events to explain our school strategies for teaching literacy, numeracy, computing and health education
- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school
- Sending regular annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- Holding parents evenings
- Explaining to parents how they can support their children's learning at home.

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

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct school uniform and P.E. kit
- Do their best to keep their child fit and healthy to attend school
- Inform the school if there are any matters outside school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements set out in the home school agreement including homework expectations.

We are aware of the need to review the schools' teaching and learning policy regularly so that we can take account of new initiatives and changes to the curriculum, developments in technology or changes to the physical environment of the school.

Reviewed: January 2017

Next review: January 2019