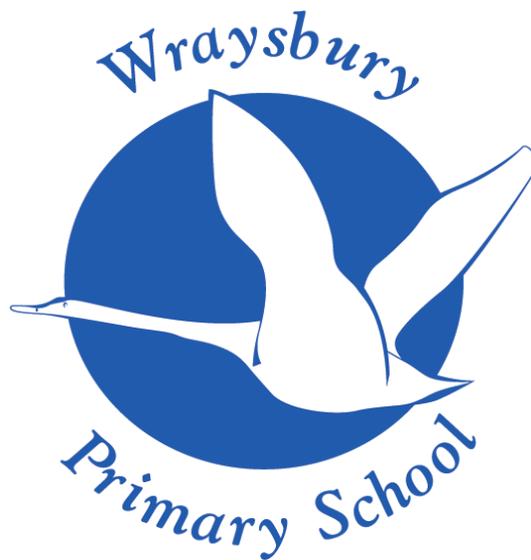


Teaching and Learning Policy



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Produced by:
Approved by Teaching and Learning Committee:
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Myles Gresswell
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Teaching and Learning Policy

We aim to ensure that the children at Wraysbury Primary School are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Children learn through their total experience. This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

Aim of the Policy

- To improve the standards of achievement for all pupils by improving the quality of learning experiences offered to pupils
- To provide consistency, continuity and balance of practice
- To inform and give guidance to teachers, governors and parents about the characteristic teaching and learning experiences at Wraysbury Primary School
- To share and retain the best features of educational practice
- To offer approaches to teaching and learning which are consistent throughout the school and are adapted to meet the needs of individual pupils.

We believe that children learn best when they:

- Are happy
- Are interested and motivated
- Achieve success and gain approval
- Are given tasks which match their ability
- Clearly understand the task
- Are confident, feel secure and are aware of boundaries
- Are challenged and stimulated.

Educational Provision

The educational provision at Wraysbury Primary School promotes:

- High standards of achievement by all pupils, irrespective of gender, ethnic origin or ability
- The personal development of all pupils in preparing them for life

At Wraysbury Primary School we aim to ensure that each child receives an education which:

- Is broad and balanced and develops pupils knowledge, skills and understanding in:
 - all National Curriculum subjects
 - Religious Education
 - PSHE (including Sex and Relationship Education-SRE)
 - for under 5s through the Early Learning Goals for the Foundation Stage
- Provides opportunity to learn through:
 - listening
 - discussion
 - investigation
 - observation
 - practice
 - questioning
 - research

We also aim to:

- Provide learning experiences appropriate to each child's age and ability
- Develop pupils' confidence through work which builds on their previous knowledge, skills and understanding
- Develop pupils' interest and enjoyment in their work through a stimulating environment and effective teaching
- Develop pupils' motivation to succeed through recognition and praise of achievements
- Develop pupils' personal qualities through spiritual awareness, aesthetic appreciation and gain respect for the world around them
- Promote the importance of healthy living, stress the value of good personal relationships based on mutual respect, empathy and fairness
- Work in partnership with parents and the local community.

The teacher will:

- Have clear learning objectives which build upon the pupils' previous knowledge, skills
- Use assessment to inform their teaching
- Organise the learning environment to meet the learning objectives and needs of the pupils
- Aim to stimulate and motivate all pupils in their learning
- Provide pupils with consistently high quality experiences that lead to high levels of achievement
- Set high expectations that challenge all pupils
- Use homework to consolidate or extend learning.

At Wraysbury Primary School we are aware that children's learning is most effective when:

- They build upon what they have already experienced and know
- They understand what is expected of them
- They have confidence in their own ability and aim to succeed
- The learning environment is well organised, purposeful and calm
- Home and school have a close working partnership.

Groupings of Children

Depending upon the learning intention of an activity, classroom organisation will vary. At times the organisation may include

Whole Class teaching - is used when the teaching or discussions are appropriate to all the pupils in the class.

Ability groups - allows the teacher and/or the teaching assistant to focus their teaching points on their specific ability

Mixed ability groupings:

- Encourage co operation by working collaboratively
- Develop social skills and build personal relationships
- Enable discussion to develop listening and thinking skills
- Enable children to consolidate ideas by discussing with others.

One to one work - is used when the next step in learning is not appropriate to any other pupils in the class or it is preferable for a pupil to work independently.

Curriculum Planning

Long Term Planning

The teaching staff and Governors have agreed policies for all the National Curriculum subjects. For Religious Education the school uses the local diocesan agreed syllabus. Phase teams plan together on a termly basis to ensure coverage of the English and Mathematics objectives across the classes or sets within the phase. Foundation subject policies each contain a curriculum map specifying the topics that are to be covered in which term of the annual or bi-annual cycle. The RE topics are based on the agreed syllabus as mentioned above. Subject Leaders are responsible for reviewing policies and schemes of work for their subject to ensure that they are appropriate and are being implemented.

Medium Term Planning

Medium term plans are completed within each phase and collated by the Phase Leader at the beginning of each term and stored in their Phase files. The termly plans give more detail on learning objectives, skills and assessment opportunities. These are monitored and updated in each phase and passed on to Subject Leader if required.

Weekly Plans

These will be completed by the individual class teacher, or maybe with their parallel teacher, and a copy will be put in a central file at the end of the unit, showing annotations and Assessment for Learning (AfL). Usually this will consist of a Letters and Sounds Plan in Key Stage 1, an English plan and a Maths plan. Each plan should clearly show the lesson objectives, outline activities and adult intervention to be undertaken. Differentiation is shown for three ability levels, together with opportunities for assessment. Children with Special Education Needs, Pupil Premium and EAL are also identified and planned for.

Use of Time

At Wraysbury Primary School we aim to provide a broad and balanced curriculum for all children. The core subjects of Maths, English, Science, RE and Computing are taught discretely, but also through foundation subjects.

To conclude

Teachers plan stimulating and engaging activities, which build strongly on pupils' previous learning. As a result, pupils complete work of an increasingly high quality throughout the school.