



Parc Eglos School

Teaching and Learning Policy

Introduction

This document is a statement of the aims and principles and strategies for Teaching and Learning throughout the school. It lays the foundations for the whole curriculum and is a reference point for a number of key school policies (including School Development Plan, Staff Development, Performance Management and School Pay Policies).

Aims

To ensure that the children at our school are provided with high quality learning experiences which lead to a consistently high level of pupil achievement, in both academic terms and in the development of moral, physical and cultural awareness.

To encompass the whole of 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.

To value diversity and to actively ensure inclusion.

Purposes of a Teaching and Learning Policy

- To be an agreed framework for good practice;
- To ensure consistency of approach;
- To ensure continuity throughout the school;
- To ensure that there are equal opportunities for all;
- To ensure quality experiences are offered to children;
- To ensure agreed delivery of the curriculum;
- To support all staff, especially those new to the school;
- To develop cooperation between colleagues and teamwork;
- To be a consistent reference point for monitoring and evaluation;
- To communicate the school ethos;
- To be a reference point for other documents;
- To provide an opportunity to reinforce the aims of the school;
- To clarify responsibilities of members of the school community;
- To focus on ways that pupils learn most effectively.

Key Characteristics of Teaching and Learning

When referring to programmes of study, attainment targets and agreed schemes of work, staff are asked to plan their work so as to maximise the characteristics of teaching and learning that we have agreed upon.

The Learning Environment

The learning environment should be organised:

- To provide opportunities for pupils to develop their ideas through independent enquiry;

- To enable pupils to take increasing responsibility for the organisation and care of learning resources;
- So that available space and learning resources are used to best advantage;
- To ensure that resources for learning are effectively stored and accessible;
- So that learners take increasing responsibility for classroom display and care of the learning environment;
- So that pupils can implement agreed ground rules to support effective work;
- To enable pupils to use ICT as an aid to learning.

Pupils Learning

Pupils learning should be characterised so as to:

- Enable them to have some first-hand experience and to engage in investigative work;
- Enable them to communicate their findings in a variety of ways;
- Engage in planned and sequential opportunities to work individually and as a member of a co-operative group;
- Acquire an appreciation of the features of effective group work;
- Enable them to grow in independence and take more responsibility in planning and organising their learning;
- Produce work for a variety of audiences;
- Practice and apply newly acquired skills and knowledge;
- Value the work of others;
- Select learning materials and tools appropriate to the work at hand;
- Use modern technology as an aid to learning;
- Acquire basic study skills through the spiral curriculum;
- Encourage children to conduct themselves in line with the school behaviour policy.

Teachers

The teacher should value diversity and actively ensure inclusion by:

- Recognising the needs of individual pupils, valuing every child irrespective of ability, race, gender, age or achievement;
- Being aware of the model of learning they present to pupils;
- Valuing appropriate, well timed interventions to promote the quality of learning experiences they offer to pupils;
- Being clear on the skills, knowledge, concepts and attitudes which are the goals of the learning process;
- Deploying appropriate questioning techniques;
- Systematically engaging in focused teaching;
- Designing challenging, stimulating and differentiated learning tasks;
- Engaging pupils in effective, collaborative group work;
- Adapting coaching and mentoring approaches to aid learning;
- Adhering to the principles of Building Learning Power, integrating the 8Rs into all areas of learning;
- Planning appropriately, monitoring the effectiveness of the planned activities and maintaining effective records of plans and outcomes;
- Distributing their time between pupils;
- Devising assessment strategies related to agreed criteria and maintain effective records;
- Valuing and promote partnership between home and school;
- Forming positive relationships as part of a team;
- Valuing the monitoring process and the opportunities which this provides for dialogue;
- Providing a secure and trusting environment;
- Being a good role model;
- Maintaining and keeping up to date with knowledge of the National Curriculum and new initiatives;

- Communicating well with parents, keeping them up to date with children's progress, through good open dialogue.

Strategies To Ensure The Principles Of This Policy Are In Use

Teaching and Learning

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.

The Learning Environment should be organised to ensure that children have the opportunity to:

- Work individually and co-operatively, in groups and as a class;
- Make decisions;
- Solve problems;
- Be creative;
- Discuss their ideas;
- Develop social skills;
- Develop independence;
- Use initiative;
- Receive support;
- Succeed at their own level;
- Take risks.

Learning takes place in an environment which:

- Is challenging and stimulating;
- Is peaceful and calm;
- Is happy and caring;
- Is organised;
- Is well resourced;
- Makes learning accessible;
- Is encouraging and appreciative;
- Is welcoming;
- Provides equal opportunities and recognises diversity;
- Provides a working atmosphere.

Children should be encouraged to develop organisational skills and independence through:

- Appropriate tasks;
- Confidence building;
- Example;
- Co-operation;
- Provision of suitable opportunities;
- Responsibilities.

Our Beliefs About Our Way Of Working Affect The Management Of The Curriculum And The Management Of The Classroom.

Management of the Curriculum

This section to be re-written in accordance with the development of the new national curriculum using the Chris Quigley Approach which is currently being trialed throughout school 'Clarity and Creativity in the new Primary National Curriculum'.

Management and Organisation of the Classroom

Effective teaching and learning can only take place in a classroom which enables children to develop as independent learners. Therefore:

- The organisation of the classroom should meet the needs of the timetable, i.e. literacy, numeracy, creative, arts, integrated or thematic activities.
- There should be a balance of individual, group and whole class teaching.
- Resources and materials should be well organised and labelled so that children know where to find equipment for each subject. They should be regularly cleaned and checked for damage.
- Time should be taken to train children in procedures and routines.
- Teachers should have teaching resources available at working stations in order that children can act independently in choosing, collecting and returning resources appropriately.
- Children should be taught the skills and rules for using equipment and resources.
- Children and teachers act together to establish an attractive, welcoming and well organised environment, engendering respect, care and value for all resources.
- Pens, pencils, sharpeners, etc. should be checked daily. They should be stored appropriately and be accessible to children.
- Activities should be planned so that children are working at the appropriate level. They should ensure rigour and pace.
- Children should have an understanding of "time scale" for a piece of work. They should know what purposeful activity to move onto when a piece of work is completed.
- The appearance of the classroom should be valued by the teacher and children and time should be made for tidying up. It should be left tidy and organised at the end of each day.

Support in the Classroom

- Classroom assistance is available in the form of both volunteer and paid teaching assistants/ Nursery Nurses, who are either employed by the school (and allocated according to the children's needs) or by the CYPD to support children with learning, emotional or behavioural difficulties. They are valued members of our team.
- The use of the teaching assistants is planned by the teacher in order to gain the most effective learning for the children, including administrative tasks not expected of class teachers in the teachers' pay and conditions document.
- Teaching assistants should be aware of their role and expected outcomes. They should have access to weekly planning.
- Teaching assistants are a school resource and, although usually classroom based, can be directed by the Headteacher or the Deputy to undertake tasks throughout the school.
- The structured and planned use of voluntary help in the classroom is encouraged. Those who come in should have predetermined and specified tasks, if possible on a regular basis.

Resources

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. As far as possible materials should be near the appropriate working area. Stocks should be checked and replenished regularly. Deficiencies should be reported to the subject leader.

Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Books and other equipment represent a considerable investment of money.

Relevant textbooks should be available in each classroom. Some sets of books, e.g. dictionaries and atlases are purchased for specific classes and should not be removed. The effective implementation of the National Curriculum calls for a wide range of equipment to be used. This does not necessarily have to be stored in the classroom.

Supplies for Art and Craft activities are stored in various areas in the school. Items should be collected by staff before they are needed. This is not a job for children to do or to be done during lesson time.

The school library and classroom libraries have a selection of books covering all curriculum subjects. There are also many outside sources for the loan of books, artefacts and equipment. It is important that equipment borrowed from outside sources and other classrooms is returned promptly and in good condition.

The staffroom has an extensive range of curriculum reference books. These may be borrowed by staff but **MUST** be returned afterwards.

Each classroom has supplies of appropriate equipment. This may include - computers, calculators, listening centres, cassette players, radios and headphones, etc. Teachers should be able to account for the use and location of this equipment.

All missing, damaged or dangerous items should be reported to the Headteacher.

Resource Finance

- Curriculum areas are allocated money according to the needs identified in the School Development Plan and the School Budget.
- Requests for equipment should be discussed with the subject leader who will then discuss them with the Headteacher.

Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment. We have an agreed Behaviour Policy - the rules have been agreed by the children, parents, Governors and staff. A copy of these simple rules should be displayed in the classroom. It will be necessary to remind the children of the rules and why we have them. Each teacher must establish a routine for daily/weekly activities so that time is not wasted.

Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an on-going process in all aspects of school life by:-

- Verbal or written praise by teachers, peers, Headteacher and parents;
- Displays of work;
- Opportunities to perform or share - in class or in assemblies;
- Encouraging self-esteem;
- The awarding of stickers, certificates;
- Sharing success with the community.

Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in the process by the encouragement of self-appraisal and target setting. Assessment is an integral part of the teaching and learning process.

Display

Display in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard, using both 2D and 3D in a variety of media, and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Displays may stimulate discussion and be accompanied by children's questions and answers. Sometimes they can be "interactive".

Displays present a good role model for children. Labels, notices and writing will present a good model for handwriting. All displays should be well maintained. (See Display Policy).

Supply Teachers

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. In the event of an unplanned absence, a telephone call should be made to the school / Headteacher to discuss children's work.

Equal Opportunities and Diversity

All children have the right to equality of opportunity and a recognition of their diverse qualities and needs. Teachers' expectations of behaviour and performance by all children should be consistent. Groups, lining up and all activities should be mixed where possible. Particular care should be taken in the areas of Science, Mathematics and physical activities. Teachers must ensure that the same children do not dominate activities.

Continuous Professional Development

Maximising adult potential to increase capacity, authority and responsibility is the key to maximising pupil progress. Therefore, at Parc Eglos School CPD is an investment in our valued staff as leaders of learning, in the enrichment of our children and in the very fabric of our school. This investment will no doubt reap rewards and bring about raised standards in all that we do. CPD is supported in a variety of ways in school, internal and external training, coaching, modelling and independent learning.

Record Keeping

All teachers should keep up to date, detailed records of their work with the class and of individual children's activities and progress.

Review & Approval Date	February 2014
Signed by Chair of Governors	John White
Signed by Headteacher	Brett Dye
Next review date	February 2017