



Teaching and Learning Policy

Date Approved: February 2018

Date for Review: February 2021

AIMS OF THE POLICY

This policy has been created by and agreed upon by the teaching staff and Governing Body. A copy can be found on GVO for Governors and in the Admin folder on staff share for school staff. A hard copy is located in the office for other members of staff.

At Heene CE (Aided) Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision and values.

This policy should be read in conjunction with our behaviour policy and subject policies.

VISION AND VALUES

Our vision is to continue to be a school of excellence where we are:

'Learning together, loving others, guided by God'

Our Values, as agreed by the whole school community during Summer 2016, are:-

Love Growth Community Fairness Respect Honesty

They are words which are memorable, link to our Christian ethos and are interwoven into the whole school curriculum and daily life at Heene.

PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment. At Heene Primary School we recognise that education involves children, parents, staff, governors, community, local authority and the diocese, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- create a distinctive, inclusive Christian atmosphere for all;
- develop enduring values of Honesty, Growth, Love, Respect, Community and Fairness;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;

- develop resilient individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- encourage children to value the diversity in our society and the environment in which they live;
- prepare children to become responsible global citizens, contributing and responding positively to the wider world.

ROLES AND RESPONSIBILITIES

We all will:-

- Value education by working towards the schools' aims and values;
- Support each other to be lifelong learners;
- Embody the school values in all we do – being good role models;
- Have high expectations of each other and the school community as a whole;
- Respect each other as individual members of a diverse community;
- Communicate respectfully with each other;
- Be well prepared and punctual.

Teachers will:-

- Provide a broad and balanced creative curriculum which is accessible, engaging and challenging for all learners enabling them to achieve their potential;
- Provide a well ordered environment ensuring the children have firm, consistent boundaries for behaviour and to treat all children fairly according to their individual needs (see SEND, EAL and G&T Policies);
- Provide opportunities to celebrate a range of achievements and support children to recognise and celebrate their small steps in learning;
- Support pupils to be independent, confident learners;
- Plan a curriculum in which the learning is progressive and continuous;
- Use a range of assessment strategies to help children identify their strengths, weaknesses and make appropriate next steps in their learning;
- Communicate and report to parents regularly;
- Help all pupils to understand the purpose of their learning and provide appropriate choices and opportunities independence and autonomy within the curriculum;
- Keep up to date with new pedagogies, research and initiatives to ensure teaching and learning is relevant.

Parents will:-

- Support their child/children to have excellent attendance and punctuality (see Home/School Agreement) and come to school rested and in good health;
- Communicate with the school keeping us informed of any relevant changes relating to the child's happiness, progress and behaviour;
- Support their child/children's home learning (see Home Learning Policy);
- Be Supportive of the schools behaviour management strategies;
- Attend parents evenings to discuss progress and attainment.

Pupils will:-

- Take responsibility for their own learning;
- Show respect for the community and school environment;

- Follow the schools expectations for good behaviour (see Behaviour Policy);
- Take responsibility for looking after and organising their own possessions.

PLANNING & DIFFERENTIATION

At Heene Primary School we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHE and RE. We follow a cross curricular approach to improve/enhance teaching and learning where some subjects are taught through a topic and some are covered as discrete subjects. Staff meetings are used to discuss various aspects of the curriculum and ensure consistency and cohesion of approach and standards.

As a school, we have comprehensive long term curriculum plans from which year group medium and short term plans are developed. Differentiated weekly plans for English, maths and relevant subjects are available in classrooms at the beginning of the week. Plans are based upon prior learning, on-going formative assessment, needs of the pupils and subject expectations. In addition EYFS plan 'in the moment' based on children's current interests and previous experiences as well as ensuring full differentiated coverage of National expectations. Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

Pupils with special educational needs and more able children receive personalised support where appropriate. Extra support is given in the classroom from Teaching Assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs and Disabilities Policy)

Teachers set individual targets each term per child in English and Mathematics. This is in addition to the formative assessment targets the teachers communicate to the children on a weekly or daily basis where appropriate. These are shared with the child and parents to encourage partnerships in learning.

ORGANISATION

Both indoor and outdoor learning environments will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:-

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- collaborative learning in pairs or groups;
- Independent learning

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays. At Heene we have:-

- appropriate resources available and accessible to pupils;
- reading areas are designed to encourage reading for pleasure;
- areas for imaginative play which change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the SLT. Volunteer helpers assist with the many aspects of school life, including

supporting reading and providing assistance with school visits. Students are welcomed into school from local secondary schools, colleges and universities; certain standards of dress and conduct are expected.

Excellence is celebrated in display and performance. Sustained effort, including drafting and editing, is encouraged to enhance standards. School events, such as performances and assemblies, are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Headteacher Awards' are given termly to pupils in each class for achieving their personal best in an area of learning.

HOMEWORK – please refer to Home Learning Policy

ASSESSMENT, RECORDING AND REPORTING

Assessment is a continuous process integral to teaching and learning. It is how teachers' gain knowledge of their pupils' needs, achievements and abilities. This enables planning and delivery to be effective, thereby raising attainment for every child. (Please also refer to the Assessment Policy).

RESOURCES, VISITORS & VISITS

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate and accessible resources from which pupils can select materials suitable to the task they are undertaking;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library is a valued resource and used by individuals, groups or whole classes;
- children are encouraged to work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom is equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource areas and regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff should suggest specialist materials to subject leaders to enhance topics.

The use of visitors and visits to enrich and enhance the curriculum are valued and actively encouraged. They widen the children's experiences and support learning across a range of subject areas.

MONITORING AND EVALUATION

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Senior Leadership Team. A termly monitoring plan is in place and agreed by the SLT. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used within each year group. The Headteacher along with other members of SLT and core subject leaders will observe each class teacher on a regular basis. The Appraisal cycle informs teaching and learning (see Appraisal Policy).