



Belonging, Believing, Together Succeeding.

Policy: 096 Teaching and Learning

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January 2022

Barrington Church of England Primary School

Teaching and Learning Policy

1 Introduction

- 1.1 At Barrington School we believe in the concept of lifelong learning and 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; 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.
- 1.2 We aim to provide a broad and balanced curriculum. The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and how they are expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

2 Aims and objectives

- 2.1 Our school curriculum is underpinned by the values and aims that we hold dear at our school, these are set out in our school aims. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- 2.2 The Aim of Barrington school is to provide a happy safe and stimulating atmosphere where high academic standards are encouraged and the needs of every child are met Teachers, parents and carers work together as partners in their children's education
- 2.3 Our vision as a Church of England primary school, deeply rooted in a strong Christian tradition, is to develop happy, young people with enquiring minds, a lifelong love of learning, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.
- 2.4 The Bible verse that sets our mission statement in context comes from the words of Jesus: "I have come that they may have life, and have it to the full." John 10:10. It is this flourishing in the love and grace of God that will enable our children to be wise, hopeful, and live well together with dignity and respect in God's world.

Aims

- 2.5 The aims for spiritual development at Barrington Church of England Primary School are:
- To provide a context of faith, security and loving relationships to support each child's spiritual search.
 - To foster the spiritual development of each child, regardless of age, sex, ability or cultural background.
 - To foster self-awareness and promote a feeling of self-worth.
 - To support the well-being of every pupil and develop their understanding of positive mental health.
 - To develop a set of values, principles and beliefs.

- To develop positive human qualities.
- To develop an understanding of a range of world religions and their beliefs
- To develop respect and empathy for other people and their beliefs.
- To foster a respect for different people's feelings and values.
- To develop the children's enthusiasm to explore and learn through enquiry and first hand experiences.
- To enable the children to attribute meaning to experiences.
- To enable the children to value the non-material dimension of life.
- To foster reflection and stillness.
 - To foster a sense of meaning, purpose and direction in life.
- To encourage imagination and creativity.
- To develop a sense of awe and wonder at the miracle of creation, life and the natural world.
- To enable the children to experience a sense of enjoyment and fascination in learning about themselves, others, and the world around them, including the intangible.
- To share Christian stories and respond to Christian festivals, rituals and symbols, particularly those from the Anglican tradition.

2.6 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.

2.7 We hope to provide a stimulating classroom environment with:

- good teaching and learning displays in classrooms and communal areas reflecting a broad and balanced curriculum;
- purposefully organised classrooms;
- accessible shared resources;
- tidy, well organised working environments.

3 Effective learning

3.1 We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. We recognise that there are different areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different ways of learning when planning teaching and learning styles.

3.2 We offer opportunities for children to learn in different ways. These may 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;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;

- participation in athletic or physical activity.

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

4 Effective teaching

4.1.1 When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the agreed schemes of work to guide our planning and teaching.

4.1.2 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum 2014.

4.1.3 As a staff we have worked to produce progression tracking documents for each foundation subject to ensure a rigour in our teaching across the school.

4.2 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. We have high expectations of all children, and we encourage children to produce work that is of the highest possible standard, whilst establishing a culture that promotes a positive mind set and 'having a go' without fear of getting it wrong. Children should be aware that they can learn from mistakes.

4.3 We set academic targets for the children in each academic year; we review and share these targets with children and their parents throughout the year

4.4 All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to 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.

4.5 We take all reasonable steps to 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.

4.7 We deploy TAs and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.

4.8 Our classrooms are attractive learning environments. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to English and Maths. 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.

- 4.9 All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- 4.10 We conduct all our teaching in an atmosphere of trust and respect for all.
- 4.11 We endeavour to ensure that we provide a broad and balance curriculum and enrich the provision for all our children with a programme of inspiration days that link to class topics and curriculum objectives.

5 The role of governors

- 5.1 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;
 - ensure that the school buildings and premises are best used to support successful teaching and learning;
 - monitor teaching strategies in the light of health and safety regulations;
 - monitor how effective 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 feedback from subject leaders and the termly headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

6 The role of parents

- 6.1 We believe that parents have a fundamental role to play 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' workshops to explain our school strategies for teaching
 - 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 annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
 - holding parental consultations in the autumn and spring terms to discuss pupils' progress with parents;
 - explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with all children, and support for older children with their projects and investigative work.
- 6.2 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 uniform and PE kit, everyday;
 - do their best to keep their child healthy and fit to attend school;
 - inform school if there are matters outside of 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.

7 The role of pupils

Pupils also have an important part to play in helping to make their own learning successful. Our core school rules are; ready respectful kind.

We expect pupils to:

- work hard and let others get on with their work;
- be properly equipped for each day at school;
- be polite and friendly.

8 **Monitoring and review**

- 8.1 We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy at least bi-annually.