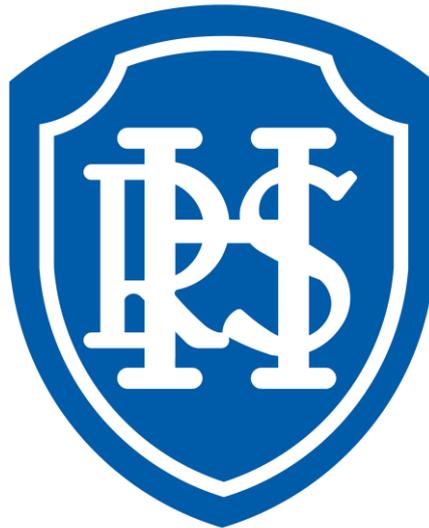


Rushmere Hall Primary School

Teaching and Learning Policy



Date	Lead Person		Review Date
January 2014	Headteacher		January 2016

Policy on Teaching and Learning

1. Introduction

At Rushmere Hall Primary School, we believe in the concept of lifelong learning, and in the notion that learning should be a rewarding 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. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and objectives

This Teaching and Learning Policy is intended to promote consistency and high standards and the achievement of the school aims. At Rushmere Hall, we aim to provide a caring, supportive, rich and stimulating learning environment that allows all children to develop their skills and abilities to their full potential.

Through our high quality teaching, we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster pride in achievement and desire to succeed;
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of 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 it;
- help children grow into reliable, independent and positive citizens.

3 Effective learning

Research tells us that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching.

We ensure the best possible environment for learning by developing a positive atmosphere in which children feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level).

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

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;

- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- media clips, and responding to musical or audio-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in physical activity;
- Reflecting on what has been learned.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn - what helps them learn, and what makes it difficult for them to learn. Self assessment and peer assessment strategies are used, as well as planned plenary at the end of lessons to review the key learning objectives, success criteria and to assess the level of understanding.

4 Effective teaching and learning

When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We currently use a variety of schemes including QCA, to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.

We believe children learn effectively when the teacher provides:-

- thorough preparation;
- the teacher should explain the learning objectives which are understood by the children;
- clear success criteria - which allow the children to judge whether they have been able to achieve the learning objective;
- innovative teaching where the lessons are presented in a range of styles;
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
- appropriate pace to the lesson;
- it should allow opportunities for the children to review and reflect on the learning;
- it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning will be;
- lessons where the children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation so that lessons make a difference;
- support for the learning of children with differing abilities and needs.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children, we give due regard to children who have been identified on the 'More Able, Gifted and Talented' register and the information and targets contained on the children's Individual Education Plans (IEPs). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant legislation covering equality, diversity and safeguarding. At Rushmere Hall Primary School we will strive to meet the needs of all our children.

All teachers try hard to establish positive working relationships with the children that they are teaching. We treat the children with kindness, respect, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to discipline and classroom management. Through the Pride Rules, we set the class code of conduct that we expect all children to comply to, thereby promoting the best learning opportunities for all. We praise and reward children for good 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 policy on behaviour.

Teaching/learning assistants and other adult helpers are deployed in a variety of ways. Sometimes, they work with individual children, and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

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

5. DISPLAY

We believe that the purpose of display is to support children's learning - a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

This may be achieved in a wide variety of ways:

Engaging children in learning - ownership

Interactive displays

Asking questions

Challenging

Relevant to current topics and themes

Exciting ideas

Colourful

Enabling learning to take place

Word lists	White boards
VCOP	Number squares
Number lines - including ENL	High Frequency words
Timelines	

Keeping what is learnt in mind

Key ideas/questions	Success Criteria/
Word list	WALT/WILF
Learning Objectives	Mind Maps/links

Celebrating Success

Displaying good work in classroom and corridor	Achievement boards Photographs
Asking questions	

Raising Expectations

Targets	Success Criteria
Learning Objective	

Clarifying Routines

Timetables	Signs/labels
Access to labelled resources	Visual activity cues

Encouraging Independence

Word banks, dictionaries, thesaurus	Class responsibility/monitors
Strategies for self-help	School Council

Inclusive classrooms

Multi-cultural content	Access - room layout
Sound Field systems	Named work by all children

6. TARGET SETTING

Targets are set in Literacy and Numeracy for individuals and groups of children in Years 1 -6. Literacy targets are based on writing and are discussed with children before being copied into books for future reference.

Numeracy targets: Throughout the school (R- Y6), we are currently trialling a system of layered targets. Whole school numeracy targets are given termly. Class teachers can give class, group or individual targets as appropriate.

End of Year numerical targets are set in reading, writing, numeracy. These targets are reviewed during the year to ensure children are making at the minimum good progress.

7. PLANNING

We plan our lessons with clear learning objectives. We currently take these objectives from the National Curriculum, Early Years Foundation Stage, National Literacy or National Numeracy strategies. We follow the Local Authority's RE syllabus.

Short Term plans include:

Learning Objectives and Success Criteria - clearly linked to each other,
Show differentiated tasks.

Indicate how Teaching/Learning Assistant or additional adults are deployed.

Foundation Stage Plans are based on Foundation Stage Profile Objectives

Medium Term plans include:

Learning Objectives to be covered;

Content to be covered;

References to National Curriculum (New Curriculum in September 2014;

References to Foundation Stage Objectives (also known as Early Years)

Our lesson plans contain information about the tasks to be set, the resources needed, and the way in which we assess the children's work. We evaluate and annotate lessons, so that we can modify and improve our future teaching.

We try to ensure that all tasks and activities, whether indoor or outdoor, that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place.

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

8. ASSESSMENT FOR LEARNING

Assessment exists to help the teacher help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for Learning:-

Is part of effective planning

Focuses on how children learn

Is central to classroom practice
Is a key to professional skill
Has an emotional impact by
promoting self-esteem

Affects learner motivation
Promotes commitment

We use these strategies to link assessment to better teaching and learning

Evaluation of one week's planning informs future planning
Use of data from formal/informal assessments to inform planning and setting
Assessment tasks e.g. writing, numeracy results used to inform future planning
Pupil progress dialogues
Information from 'More Able, Gifted and Talented Register
Information from 'Individual Education or Behaviour Plans
Reports from other professional agencies

9. The role of governors

Our governors support, monitor and review the school's approach to teaching and learning. In particular, they:

- visit the school and spend time in the classrooms and with staff;
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support 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 our staff development and performance management policies both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes. These include the Headteacher's reports to governors, monitoring reports from curriculum co-ordinators and reviews of Single Plans in literacy and numeracy.

10. The role of parents and carers

We believe that parents and carers have a fundamental role to play in helping children to learn. We work hard to inform and support parents and carers in how they can help further their child's learning and confidence at school e.g. 'Drop in sessions'/ 'Meet the teacher sessions' for parents at the beginning of the school year.

Pupil Progress reports are sent to parents during the Autumn and Spring Terms. Teachers and Parents use these Progress Reports to discuss pupil progress and strategies for further improvement at the termly Parents Evening.

Parents receive a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. These reports can be discussed with teachers during the July Parent's Evening.

Newsletter, school logs, reading diaries and website inform parents and carers, of the topics that the children will be studying during that term at school.

The school is keen to engage parents and carers supporting their children with homework, for example, regular shared reading with young children, and supporting older children with their projects and investigative work.

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

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the Pride home-school agreement.

Many parents offer some of their time to help in school. These offers are welcomed and parents undertake a variety of tasks, working with individuals and groups of all ages. All school helpers are required to undertake a CRB (Criminal Record Bureau) clearance and to agree to abide by the school's Confidentiality and Safeguarding Policies before starting as volunteers.

11. Monitoring and review

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

Disability Equality Impact Assessment

This policy has been reviewed with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of

issues identified by the involvement of disabled pupils, staff and parents and any information the school holds on disabled pupils, staff and parents.