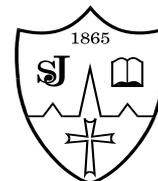


St. James' C of E Primary School

Teaching & Learning Policy

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Introduction

At St. James' C of E Primary School we believe in the concept of lifelong learning and in 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. 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.

Raising pupils' standards of achievement is the primary concern of all schools. At St James' C of E Primary School we are committed to ensuring that the learning and teaching within our school is of the highest standards and that the children experience a broad, balanced and enriching range of experiences.

This policy sets out the general principles which we aim to apply to our classroom practice. It is intended that it should provide a clear outline of our shared intentions.

Principles

- Every child is entitled to excellent teaching
- Every teacher must be committed to continually developing their own skills and to adopt agreed whole school teaching and learning strategies
- Teaching and learning experiences should be concerned with the development of the whole child and not just focus on academic achievement

Aims

It is our aim to:

- Enable pupils to become confident, resourceful, enquiring and independent learners
- Nurture children's self esteem and help them build positive relationships with other
- Develop children's self respect and encourage children to respect the ideas, attitudes, values of others
- Show respect for all cultures and, in doing so, to promote positive attitudes towards other people and possessions
- Enable children to understand their community and help them feel valued as part of this community
- Help children to grow into reliable, independent and positive citizens
- Promote effective teaching

- Provide a curriculum which is exciting, enjoyable, stimulating and challenges each child from Foundation Stage to Year 6
- Recognise and celebrate achievements through praise, use of team points and stickers and in celebration assemblies

Key characteristics of effective teaching and learning

Effective teaching is a planned, on going process which is concerned with maximising the potential of all pupils.

Effective learning

Pupils learning experiences should enable them to:

- make choices and play an increasing role in planning, organising and reflecting upon their learning
- acquire, practice, consolidate and apply new skills and concepts, sequentially acquiring basic study skills
- communicate with others using a variety of media.
- gain first-hand experiences as part of the learning process and engage in investigative work
- produce work for a variety of audiences.
- meet the challenge of completing tasks within a given time-scale.
- use modern technology as an aid to learning.
- work with increasing independence.
- work individually and as a member of a collaborative learning group.

Effective teaching

Effective teaching is a planned, on going process which is concerned with maximising the potential of all pupils.

The characteristics of good teaching which we wish to endorse and use in this school include:

- developing a positive rapport with pupils in which each child is valued irrespective of race, gender, age or achievement.
- Systematically engaging in focused teaching with learning objectives and outcomes clearly identified and shared with all pupils
- Establishing with pupils clear steps to be successful within their lessons, i.e. use of success criteria and effective feedback (see policy 'Responding to Pupils' work')
- Ensuring clarity about the knowledge, skills, concepts and attitudes which are the goals of the learning process.
- Effective use of a range of teaching styles and lesson structures which support preferred learning styles of the pupils within the class, i.e. engaging visual, auditory and kinaesthetic learners
- effective and constructive management of pupil behaviour in line with school's agreed policy
- clarity of exposition and explanation which is appropriate to the age group and level of understanding.
- design of challenging and differentiated learning tasks.
- effective use of learning resources including IT.
- effective and sensitive use of higher-order questioning techniques.

- effective planning and monitoring of the outcomes.
- valuing and promoting the partnership between home and school; making effective use of homework to reinforce and extend what is learnt in school
- forming positive relationships as part of a team.

Learning environment

The effective learning environment demonstrates:

- An ethos where children are valued for their individual achievement
- A climate where children feel they can ask for help
- Relationships which are based on mutual respect
- A code of behaviour which is overt
- An attractive, tidy appearance with informative displays which support the learning
- Well organised resources

Development of skills

We recognise the importance of developing a range of skills within all pupils through the teaching and learning experiences. The skills include:

- Collaborating
- Talking and communicating
- Sharing
- Taking responsibility
- Exploring
- Investigating
- Researching
- Analysing
- Making choices and deciding
- Predicting
- Organising
- Explaining
- Recording
- Interpreting
- Recalling and remembering

Organisation of teaching and learning

Pupils will be given the opportunity to learn in a range of situations and to make effective use of a variety of resources and strategies, including:

- Whole class teaching,
- group work (ability/mixed ability)
- paired and independent work
- use of ICT
- investigative and problem solving activities
- drama, role play and debates
- responding to live drama and musical performances, presentations given by visitors

- taking part in visits to enhance the curriculum and their learning

Planning

Whole-school planning is used to construct long-term plans with individual teachers being responsible for the following:

- medium-term plans (termly)
- short-term plans (weekly/daily)

These plans are to be based on our published Schemes of Work.

Plans will be monitored by the Senior Management Team and by the individual subject co-ordinators when appropriate.

Plans will detail:

- teaching objectives
- learning outcomes
- differentiation, including use of additional support from other adults
- opportunities for assessment, including possible success criteria
- use of resources

Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Assessment

Assessment forms an important part in monitoring the progress of children and should be used to plan future work.

Pupils should be involved in evaluating their own work and that of others as outlined in our policy, 'Responding to Pupils' Work'. Further details regarding assessments are contained in our Assessment, Recording and Reporting Policy.

Parents are informed of their child's progress and development at Parent/Teacher Meetings, and annually through a written report.

Parents may also meet with the class teacher or head teacher at any time by prior appointment.

Monitoring and Evaluating the Policy

The teaching and learning policy has been designed to provide a mechanism for the headteacher, SMT and subject co-ordinators to evaluate the quality of teaching and learning across the school. The object is to provide a clear picture of the quality and consistency of practice across the school. When evaluating our practice in school we will consider:

- classroom observation
- sampling of pupils' work, including that on display
- internal moderation of pupils' work

- discussions with pupils, i.e. through pupil perception work
- teachers' plans and records (evidence gained through monitoring)
- parent consultation and feedback, both formal and informal
- the overall standards achieved; analysis of pupil progress using teacher assessment and test results

This policy will be reviewed on an annual basis and will take account of:

- evidence of the evaluations of the headteacher, SMT and co-ordinators
- any local inspection/audit i.e. the Annual Review
- any OFSTED issues
- national developments and initiatives.

Other documents related to this policy are:

Behaviour and Discipline Policy
Assessment, Recording, Reporting Policy
Responding to Pupils' Work Policy
Homework Policy
School Aims

