

## Redmile Church of England Primary School



### Learning and Teaching Policy

#### 1 Introduction

- 1.1 At Redmile Church of England Primary 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. We believe that appropriate learning and teaching experiences help children to lead happy and rewarding lives.

#### 2 Aims and objectives

- 2.1 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.
- 2.2 Through our teaching we aim to:
- enable children to become confident, successful, resourceful, enquiring and independent learners;
  - foster children's self-esteem and help them build positive relationships with other people;
  - develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
  - show respect for all 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 this community;
  - help children grow into reliable, independent and positive citizens.

#### 3 Effective learning

- 3.1 We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: including linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, intrapersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning learning and teaching styles.
- 3.2 We offer opportunities for children to learn in different ways. These include:
- investigation and problem solving;
  - research and finding out;
  - group work;
  - pair work;
  - independent work;

## Teaching and Learning Policy

- 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.
- self assessment.

**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** When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan 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.

**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, skills and understanding of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children and we believe that their work here at Redmile Church of England Primary School is of the highest possible standard.

**4.3** We set academic targets for the children (whole school layered targets and individual targets) in each academic year and we share these targets with children and their parents. We review the progress of each child each term and set revised targets accordingly.

**4.4** We plan our lessons with clear learning objectives. We take these objectives from the Curriculum Guidance for the Foundation Stage or the National Curriculum or the Primary Frameworks. Our lesson plans contain information about the tasks to be set, the resources needed and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

**4.5** Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. 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.

## Teaching and Learning Policy

- 4.6** We 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 learning assistants and other adult helpers as effectively as possible. 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.
- 4.8** Our classrooms and outside areas are attractive learning environments (some are currently under development). We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. 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 and Bibles as well as displays relating to Literacy and Numeracy. 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** All our teachers use assessment for learning techniques in order to help pupils self assess and develop their own learning. APP tracking grids are used to support teacher assessments in reading, writing, maths and science.
- 4.11** We conduct all our teaching in an atmosphere of trust and respect for all.
- 4.12** We personalise learning for individuals and groups of pupils in order to provide a rich curriculum which reflects their needs and interests. Pupils have a voice in what they learn and how they learn and staff plan teaching accordingly.
- 4.13** The use of ICT is an integral part of all learning and teaching at Redmile School. The use of Interactive Whiteboards and PCs are used regularly by pupils across the curriculum and laptops have been introduced for older pupils. Digital equipment such as a Visualiser, camera and camcorder are also used to support all aspects of learning and teaching.

## **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;

## Teaching and Learning Policy

- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly Head teacher'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 we can to inform parents about what and how their children are learning by:
- holding workshops for parents to explain our school strategies for teaching literacy, numeracy and health education;
  - sending information to parents at the start of the year in which we outline the topics that the children will be studying during each term at school;
  - keep parents informed via the Head teacher's weekly newsletter and school website;
  - sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
  - open sessions for parents are held throughout the year, enabling pupils to share their school work with parents;
  - explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
  - We provide induction sessions for parents of new entrants to school which include our procedures in school, working with your child at home and our handwriting scheme.
- 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;
  - 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 Monitoring and review

- 7.1** We are aware of the need to review the school learning and teaching 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.
- 7.2** To trial the use of the new speaking and listening APP grids (available from 2010)
- 7.3** To compare the DCSF APP grids for science with the one we have developed, to make an informed judgement about effectiveness for our pupils.
- 7.4** To ensure the learning and teaching needs of 'disabled pupils' (as defined by 2005 Disability Discrimination Act) are being met and are included in our Provision Map.