



ST. ANDREW'S CE (VA) JUNIOR SCHOOL



"Promoting Excellence Within a Caring Christian Community"

Teaching and Learning Policy

This policy should be read in conjunction with the School's policies for Inclusion, Special Needs and Equal Opportunities (including Race Equality). This policy has been written within the scope of these policies.

1 Introduction

1.1 At St. Andrew's CE (VA) Junior 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 aim to 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

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:

- offer a broad and balanced curriculum that is lively, engaging and exciting;
- enable children to become confident, resourceful, enquiring and independent learners, who achieve their full potential;
- support children's learning by providing first hand experiences e.g. through educational visits and stimulating classroom displays;
- use rigorous pupil targets setting linked to high quality assessment and marking;
- 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 cultures, ideas, attitudes, values and feelings of others;
- enable children to understand the Christian community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.
- offer pastoral care, guidance and support in order to provide a secure environment for the children.

3 Effective learning

3.1 We believe that effective learning takes place when:

- there is a stimulating learning environment;
- children feel able to share ideas and thoughts with teachers and their peers;
- a range of teaching and learning techniques are used e.g. visual, auditory and kinaesthetic;
- when learning is real e.g. problem solving and investigative work, debates and role play;
- when opportunities to engage in research, group work, paired work, independent work and whole-class work are planned for.
- Children are encouraged to develop their ICT skills effectively;
- Children are aware of their targets and the next steps for learning;
- Staff seek to promote the ethos of a Church school.

3.2 We encourage children to take responsibility for their own learning through Assertive Mentoring (Promoting Excellence). The school has also adopted Assessment for Learning Strategies, which involve pupils in self and peer assessment. This enables pupils to develop as reflective learners and to take ownership of their own progress and learning.

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 long term plan to guide our teaching. This sets out 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 and skills 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 endeavour to ensure that their work here at our school is of the highest possible standard.

4.3 We set academic targets (NC levels/age related expectations) for the children in each academic year. We review the progress of each child during and at the end of the academic year and set revised academic targets. In addition, we set curriculum and personal targets with the children and these are reviewed regularly.

- 4.4** We plan our lessons with clear learning objectives. We base these objectives on the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, the targeted adult help and the way we assess the children's work. We evaluate lessons so that we can modify and improve our teaching in the future.
- 4.5** All staff aim to establish good working relationships with children and treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All staff follow the school policy with regard to discipline and classroom management which is based on Assertive Mentoring. 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 - our agreed procedures for behaviour management.
- 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 obtain their parents' 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 and with the display of children's work.
- 4.8** We seek to make our classrooms an attractive and orderly learning environment. We aim to display a variety of children's work. 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** Through the use of interactive whiteboards in all classes and other ICT, we aim to deliver an enriched and enlivened curriculum.

5 The role of governors

- 5.1** Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:
- 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 reports from the termly Headteacher's report to governors, information about the development of each curriculum area 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 inform parents about their children's learning by:
- holding parents' evenings to explain our school strategies for teaching literacy, numeracy and health education;
 - sending information to parents at the start of each half term in which we outline the topics that the children will be studying during that half term at school;
 - sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
 - explaining to parents how they can support their children with homework
 - holding a termly parents evening / consultation to inform them about their child's progress.
- 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 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. This policy will be reviewed every three years.

Head Teacher signed:

Chair of Governors signed:

Date: March 2015

Review: March 2018 (every 3 years)