



# Stoke Prior First School

## Teaching and Learning Policy

### 1 Aims and objectives

We believe that people learn best in different ways. At our school, we provide a nurturing, well resourced and stimulating environment where children are happy, feel safe and are guided, challenged and supported to achieve their best. Through our teaching, we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- 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;
- equip our children with the skills and values to lead productive lives in modern day Britain by promoting the fundamental British Values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens.
- enable children to keep themselves safe

### 2 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 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 pupils feel safe and feel they belong and in which they enjoy being challenged. All teaching is structured to maximise learning opportunities, and lessons are planned in accordance with the following principles:

- the teaching is built on previous learning ;
- the teacher explains the learning objectives, and why the lesson is important as well as the success criteria and what the children have to do to achieve this;
- the lessons are presented in a range of styles;
- they allow opportunities for the pupils to build up their own understanding through various activities;
- they allow opportunities for the children to review what has been learnt;

- they have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
- the feedback indicates what the next step in the learning will be.

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 computing, fieldwork and visits to places of educational interest, creative activities, watching visual resources and responding to musical or recorded material, debates, role-plays and oral presentations and participation in sporting activity.

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. This knowledge helps the teachers to remove barriers to learning.

### **3 Effective teaching and learning**

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our 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 need and disabilities, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs).

We set academic targets for the children in each year, and we share these targets with children and their parents/carers. We review the progress of each child regularly and set revised targets in October, February and June.

We plan our lessons with clear learning objectives and defined outcomes. We take these objectives from the National Curriculum. Our lesson plans contain information about the tasks to be set, learning objectives, the resources needed, and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.

Each of our teachers establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs and we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to behaviour and classroom management. We teach children the Golden Rules and we expect all children to comply with these. We praise children for their efforts and all staff effectively use the zone board, 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 apply the school's Behaviour Policy

We ensure that all tasks and activities 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 where possible, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place.

We deploy teaching assistants and other adult helpers effectively. Sometimes they work with individual children and sometimes they work with small groups.

Our classrooms are attractive learning environments. We change displays regularly so that the classroom reflects the topics studied by the children. All classrooms have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to literacy and numeracy. We also use displays as learning prompts for the children. We believe that 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.

#### **4 Assessment for learning**

We assess the children in order to make sure that they make good progress in all subjects. 'I can' statements are regularly updated for Reading, Writing and Maths and these are shared with the children and parents. Assessment in the other subject areas is recorded on assessment trackers to chart the progress of all children within a subject. Children are set targets in relation to the I can statements.

#### **5 The role of governors**

Our governors support, monitor and review the school's approach to 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 used optimally to support teaching and learning;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders and the regular headteacher's report to the governors Curriculum and Standards Committee.

#### **6 The role of parents and carers**

We believe that parents and carers have a fundamental role to play in helping children to learn. We inform parents and carers about what and how their children are learning:

- by holding parents' evenings twice a year to explain targets and progress,
- by sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school.
- by holding parent workshops to offer support within aspects such as phonics so that parents can support their children with homework;
- by sending home regular newsletters to keep parents up-to-date with events in school.

#### **7. 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 three years or earlier if necessary.

PERSON(S) RESPONSIBLE:	L Satchwell
DATE POLICY AGREED:	October 2019
TO BE REVIEWED BY:	October 2022
DISTRIBUTION:	Staff / Governors / Website (delete as required)