



**THE DISTRICT**  
CE PRIMARY SCHOOL

# **Learning and Teaching Policy**

Chair of Governors	Mr F Maguire
Headteacher	Mrs L Shelford
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*The caring path to achievement, reflecting the values of Christ.*

# Policy on Teaching and Learning

## 1 Introduction

1.1 At The District C.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; in short, 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

2.1 We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

2.2 Through our teaching, we aim to:

- enable all 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;
- enable all children to understand their community, and help them feel valued as part of it;
- help all children grow into reliable, independent and positive citizens.

## 3. Curriculum

We ensure full coverage of the National Curriculum and RE Syllabus. In order to improve the delivery of the National Curriculum, we have incorporated the use of:

- National Curriculum;
- Interim frameworks;
- Assessment framework using NFER (KS2), teacher assessments, end of Key Stage SATs, Early Years assessment profile, Accelerated Reader and Insight.

## 4. Planning for Learning

### Maths and English

Before any planning takes place in Maths and English, prior learning has been established for every pupil. This prior learning is then used to inform planning, ensuring that every pupil is accessing the curriculum at the correct level and gaps in learning are closed. Teachers first produce an overview plan of what will be delivered in that particular unit of work. Daily reflective planning is then produced on a daily basis in response to pupils' learning.

Daily reflective planning:

- First day's daily plan is based on the result of the pupils' prior learning task;
- During the lesson, teachers use a range of strategies to accurately assess learning;
- This information is then used to effectively plan the next day's learning;
- If, through thorough assessment, a teacher identifies a pupil with misconceptions that may slow progress, they will receive intervention at the point of need;
- For maths, teachers access a range of mastery resource materials to enable variation and depth of learning, including the maths toolkit.
- Teachers never plan beyond their year group's objectives, previous year group objectives may be used in order to close gaps in learning.

## Science

Before any planning for learning takes place, teachers need to establish prior learning and identify any gaps in learning. This is done through prior learning tasks. Sessions are then planned according to the National Curriculum, using Rising Stars unit plans.

## Foundation Subjects

We have a 2 year curriculum cycle for each phase from year 1 to year 6. Foundation subjects are planned using a history or geography driver with cross curricular links. Each unit is launched with a wow moment, and subsequent learning experiences planned, working towards a planned product where children can share skills and knowledge. Throughout the unit and at the end of a unit, pupils will be assessed against National Curriculum skills and the Rainbow Curriculum. Subjects that complement and enhance the unit but aren't included in the learning continuum will form secondary learning experiences.

## 5 Effective learning

5.1 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.

5.2 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils 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 ensure that the children have access to drinking water.

5.3 All teaching will be structured to maximise learning opportunities, and lessons will be planned in accordance with the following principles:

- the teaching should build on previous learning;
- it should give pupils the 'big picture' of the lesson;
- the teacher should explain the learning objectives, and why the lesson is important;
- the lesson should be presented in a range of styles;
- it should allow opportunities for the pupils to build up their own understanding through various activities;
- it should allow opportunities for the children to review what has been learnt;
  - 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.

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

- investigation and problem-solving;
- research and finding out;
- grouped/paired/independent/whole class work;
- asking and answering questions;
- embedded use of digital technologies;
- 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;
- After school clubs;
- Guest visitors and performers.

5.5 We encourage children to take responsibility for their own learning, to be involved 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.

## 6 Effective teaching and learning

6.1 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 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.

6.2 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 needs, we give due regard to information and targets contained in the provision maps and their APDR (assess, plan, do, review) plan. 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 equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

6.3 We plan our lessons with clear learning objectives that are shared with the children. We take these objectives from the National Curriculum and Early Years' Foundation Stage framework to produce termly, half termly and weekly plans. Our 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 all lessons, so that we can modify and improve our future teaching.

6.4 Each of our teachers makes a special effort to 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, but 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 discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the 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 behave inappropriately, we follow the guidelines for sanctions as outlined in our policy on behaviour.

6.5 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 and carers, and obtain their permission, before the visit takes place.

6.6 We deploy teaching assistants as effectively as possible. Sometimes, they work with individual children, or with small groups both inside and outside of the classroom, depending upon the nature of the work involved. They are involved in the planning and assessing of children's work.

6.7 Our classrooms are attractive learning environments. All staff follow the essentials for success regarding the display environment. Working walls are used to support pupils' learning. 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.

6.8 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.

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

## 7 Equality in Learning and Teaching

We provide all of our pupils with the opportunity to succeed and reach the highest of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society;
- Using materials that reflect the diversity of the school, population and local community without stereotyping;
- Promoting attitudes and values that challenge and discriminatory behaviour and prejudice;
- Providing opportunities for pupils to appreciate their own culture and celebrate diversity of other cultures;
- Seeking to involve all parents in supporting their child's education;
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

## 8 The role of head teacher and governing body

8.1 Our governors determine, 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;
- check teaching spaces in the light of health and safety regulations;
- 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 different leaders, the head teacher's termly report to governors, and a review of the in-service training sessions attended by staff.

## 9 Role of curriculum leaders

9.1 The role of the curriculum leader is to monitor and evaluate their subject area to ensure progression and continuity and quality of learning and teaching by:

- analysing schools' tracking system, performance information and RAISE online, reporting on areas of development and strengths;
- creating action plans from this analysis that feed into the School Improvement Plan;
- evaluating the previous year's actions;
- observing lessons using the school's agreed learning and teaching policy;
- analysing samples of pupils' work;
- looking at teachers' planning;
- sharing good practice;
- conducting pupil discussions;
- making written reports to the head teacher and SLT.

## 10 The role of parents and carers

10.1 We believe that parents and carers have a fundamental role to play in helping children to learn.

We do all we can to inform parents and carers about what and how their children are learning:

- by holding parents' evenings to discuss children's progress;
- by sending information to parents and carers, at the start of each half term, which outlines the topics that the children will be studying during that term at school;
- by sending parents and carers an end of year written reports in which we explain the progress made by their child, and indicate how their child can improve further;
- by explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

10.2 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 and punctuality 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 home-school agreement.

## 11 Monitoring and review

11.1 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.