



BASTON CE PRIMARY SCHOOL

Teaching and Learning Policy

Introduction

Effective teaching and learning is the purpose of our school. It is the means through which we offer a broad and rich curriculum, meeting the requirements of the National Curriculum, Religious Education and Collective Worship.

This policy outlines the purpose, nature and management of teaching and learning in our school.

Aims

Aims of the policy are:

- to promote excellence in learning.
- to promote effective, quality teaching and learning across the whole curriculum.
- to provide a set of guidelines through which we can supply a challenging curriculum that is accessible to all and contributes to the development of effective, flexible and independent learners.
- to develop the academic, social, moral and spiritual understanding and skills which will equip each pupil for their current and future learning.

We are committed to:

- supporting critical and reflective learners
- encouraging creativity
- welcoming diversity in approaches to learning
- promoting active learning
- encouraging working in an independent and collaborative manner.

Children with English as an additional language

The school recognises that pupils with English as an additional language may join our school. As with all pupils here at Baston they will receive work that meets their needs and the school will seek support and guidance from outside agencies as appropriate.

Teaching

We believe that good teaching results when teachers:

- focus and structure their teaching through Quality First Teaching so that pupils are clear about what is to be learned and how it fits with what they know already;
- actively engage pupils in their learning so that they make their own meaning from it;
- develop systematically pupils' learning skills so that their learning becomes increasingly independent;
- use assessment for learning to help pupils to reflect on what they already know, reinforce the learning being developed, and set targets for the future;
- have high expectations of the effort that pupils should make and what they can achieve;
- make the learning motivating by well-paced teaching using stimulating activities matched to a range of learning styles;
- create an environment that promotes learning in a settled and purposeful atmosphere.

Focus and structure

Teachers ensure that statutory End Of Year Expectations (EOYE) are taught to all pupils. Teachers ensure that lessons are well-paced and effectively moving the children's thinking on. Opportunities will be given for children to make connections with previous learning. We will aim to provide children with a wide range of materials and resources in order to extend their thinking and learning.

Active learning

Teachers provide opportunities for children to take an active part in their learning by:

- giving children opportunities to make choices and express preferences
- providing starting points which reflect the interests and experiences of the children
- consulting with the children on key issues of their learning and where to go next
- developing self-evaluation skills in the children.

Independent learning skills

To encourage children to develop independent learning skills, teachers:

- develop good classroom organisation, providing appropriate and easily accessible resources
- ensure children have comfortable routines and timetables but are not afraid to be spontaneous and show resilience.
- plan a progression of skills through both open ended and structured activities
- provide opportunities for children to communicate their findings in a variety of ways
- encourage children to evaluate their work and the work of others
- encourage children to recognise that teachers are not the only source of information
- ensure children are involved in setting and evaluating their own individual goals.

Assessment for learning

Assessment is an integral part of the teaching and learning process. Teachers should:

- arrange time to observe, assess, reflect and review achievements with each child on a regular basis
- ensure that children are involved in this process by developing the skills of self-appraisal and target-setting
- follow the school's assessment policy
- ensure that marking and teacher's comments relate directly to learning objectives, are positive and constructive and adhere to the feedback and marking policy.

High Expectations

Our school has an ethos in which all children are expected to behave with respect and concern towards other people and their environment. We have high expectations in terms of behaviour and attainment. Within their teaching, teachers should:

- ~~teach~~ teach all children EOYE and provide opportunities for children to work at greater depth. mastery activities in order to broaden understanding.
- ensure that all lessons provide pace and challenge
- create and follow plans which reflect high expectations
- have an awareness of the prior attainment of each child and plan clearly the learning journey ahead

Motivation

We believe that self-motivation is the key to successful, independent learning. We provide as many opportunities as possible for children to make choices which reflect their interests and experiences. —Success is celebrated through:

- house points
- sharing of work
- Class reward systems
- whole school displays e.g. trophy cabinets, wall displays, photographs etc
- weekly celebration worship

Environment

Our school will aim to maintain a safe and stimulating environment to motivate children's learning by:

- creating challenging and interactive displays
- developing well-organised, appropriately arranged classrooms with accessible resources
- providing a non-threatening and secure environment where children are happy to be challenged and are enjoying learning
- ensuring equal opportunities
- developing routines and rules which create a calm working atmosphere

Learning

Learning processes

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These include:

- investigation
- experimentation
- listening
- observation
- talking and discussion
- reflection
- asking questions
- practical exploration, role play and drama
- retrieving information
- imagining
- repetition
- problem-solving
- making choices
- decision making.

Teachers at Baston CE Primary School provide opportunities to allow pupils to access ~~to~~ all of these processes to gain, develop and embed knowledge and skills for life-long learning.

Learning situations

Children learn in a variety of situations, and for this reason it is necessary to ensure that planning incorporates as many as possible. These situations include:

- individual learning
- collaborative learning in mixed small groups or pairs
- collaborative learning in ability small groups or pairs
- one to one learning with an adult or more able pupil
- whole-class learning
- independent learning

Parents and Carers

We acknowledge the importance of the learning which takes place in the home environment. We always endeavour to ensure that parents/carers are involved in their children's learning through:

- regular reporting to parents and carers
- preparing homework (in line with our homework policy)
- holding regular parents' evenings
- operating an 'open-door' policy so all parents can access key information about their child/ren at all times
- providing learning opportunities for parents and family
- welcoming parents and carers to work alongside their children in school E.g. Love to Learn mornings.