

Teaching and Learning Policy

1 Introduction

1.1 The Teaching and Learning Policy is the core policy at our school as it sets out how we will achieve high standards in achievement and puts learning at the heart of everything we do.

At Wheatlands 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 teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and Objectives

2.1 We believe that children learn best when:

- assessment of children's abilities and understanding informs every activity and opportunity for learning every day
- teachers use planning that is well constructed, follows the requirement of the national curriculum and allows for good progress to be achieved by all children
- activities planned by teachers engage, motivate and inspire children to participate and see themselves as a successful learner
- environments for learning are safe and calm, well-organised, tidy, clutter free and encourage children to be independent learners
- families and home are engaged in their child's learning and are valued and recognised within the school community

2.2 Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- have consistently high expectations of all our children regardless of ability so that each individual can reach their full potential;
- create an environment where children feel happy, safe and secure;
- 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;

3 Effective Learning

3.1 We recognise the need to develop strategies that allow children to learn in ways that best suit them. These include:

- investigation and problem solving;
- active learning;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer, iPad and interactive whiteboard;
- fieldwork and visits to places of educational interest;

- visitors to school;
- creative activities;
- watching television and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- designing and making things;

3.2 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.

3.3 At Wheatlands we recognise the positive effect water can have on children’s concentration and learning, we encourage children to drink regularly throughout the day. All children are provided with water bottles.

4 Our Curriculum

4.1 The Primary National Curriculum 2014 is firmly embedded across the school and is the basis of all teaching and learning.

4.2 Our curriculum is being designed to engage the children’s interest and will be bespoke to our school, our location and our community. It will reflect any barriers to learning that we have identified.

4.3 Subject overviews will include what children should know by the end of each year under each national curriculum strand. Knowledge mats within classrooms and in books are designed to support this learning.

4.4 *Curriculum Intent* – We want to create a curriculum that gives children a sense of pride about living where they do yet shows them the multi-cultural world that exists beyond Redcar. It will also give children a wide range of opportunities, developing resilience and promoting the belief that through determination anyone can do anything irrespective of background.

5 Effective Teaching

5.1 When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. Lessons should, where appropriate, start with a brief reflection of previous learning.

5.2 We base our teaching on our knowledge of the children’s level of attainment. Our prime focus is to challenge all children’s current knowledge and understanding so new learning takes place. 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, EAL, Pupil Premium or more able we give due regard to information and targets contained in any Support Plans. We have high expectations of all children.

5.3 We ensure that the pace of the lesson reflects the on-going assessment made of how well children are responding to questions posed.

5.4 We ensure that accurate assessments are entered into the school’s tracking system every half term.

5.5 Each teacher has the lesson’s objective displayed in their classroom so the children are aware of the purpose of the lesson. Marking is against the learning objective and feedback extends learning to include ways forward/now try this.

5.6 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 behaviour and discipline. We expect all children to comply with the Wheatlands Promise to promote the best learning opportunities for all. We praise children for their efforts in a variety of ways and, by doing so, 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 behaviour policy.

- 5.7 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 to do so.
- 5.8 We deploy support staff as effectively as possible.
- 5.9 Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. Displays around school are changed half-termly. 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 as well as displays relating to their learning. 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.
- 5.10 We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We use specialist teachers in French and music and coaches to support the teaching of rugby and cricket in PE.
- 5.11 All teachers aim to read to their class each day and use Newsround/Espresso to teach the children about events around the world and as an opportunity for discussion each day. We believe this will contribute to developing the cultural capital they need to succeed in life.
- 5.12 We conduct all our teaching in an atmosphere of trust and respect for all.

6 Class Organisation

Teachers give careful consideration to classroom organisation. How rooms are organised will depend on the size/shape of the room and the age and size of the class. Seating is flexible, often of mixed ability or based on on-going assessments. Staff consider the way tables are laid out and where staff are placed throughout the lesson in order to support their ability to see when misconceptions occur.

Children are taught to take responsibility for the equipment in their classrooms and expected to look after and tidy up property.

All classrooms will have the following aspects in common:

- An interactive whiteboard with speakers.
- Each child will have their own labelled peg.
- Each classroom will have a display promoting their year group's author.
- Each classroom will have a phonics/spelling display.
- Each class has the Wheatlands Promise displayed somewhere in the room.
- Each classroom has the Fundamental British Values displayed.

7 Climate and Ethos

- 7.1 At Wheatlands we strive to create a welcoming and warm reception to both adults and children. The office area is the first point of contact for anyone coming into school and our staff ensure that requests are dealt with promptly and courteously.
- 7.2 Around school we ensure colourful displays are evident which reflect and enhance learning.
- 7.3 Learning environments reflect a confidence where children can take risks, make mistakes and so build resilience in themselves.

8 The role of Governors

8.1 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;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and a termly head teacher report.

9 The role of Parents

9.1 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 parents' evenings;
- sending newsletters to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sharing curriculum overviews;
- holding termly parental engagement events in each year group;
- sending termly newsletters regarding British Values, PE and online safety;
- 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.
- sharing learning experiences via our Twitter page and website.

9.2 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 our home learning policy.

10 Monitoring and Review

10.1 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 will be done at least bi-annually.