



# Learning & Teaching Policy

September 2013

# **Learning and Teaching Policy**

## **Introduction**

At Grove Park Primary School we strongly believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We feel that all children should have the opportunity to explore learning in a safe and stimulating environment. 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 current lives and their future. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

## **Aims and objectives**

We believe that people learn best in different ways. Here at Grove Park we provide a stimulating and varied learning environment (both in the classroom and outside the classroom) which allows children to develop their skills and abilities to their full potential.

### **Through our teaching we aim to:**

- enable children to become confident, resourceful, enquiring and independent learners.
- foster children's self-esteem and help them build positive relationships with other people – both peers and adults.
- 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 promote positive attitudes towards other people.
- enable children to understand their community and help them feel valued as part of this community.
- help children grow into reliable, independent and positive citizens.
- take a pride in their work and the work of others.

## **Effective learning**

We recognise the need to develop strategies that allow all children to learn in ways that suit them best and take into account these different forms of learning when planning lessons and learning experiences.

We offer opportunities for children to learn in different ways which include:

- investigation and problem solving.
- research and finding out.
- Collaborative learning including: (group and pair learning)
- independent learning.
- whole-class work;
- asking and answering questions;
- use of ICT, including the KS2 Nexus tablets and iPads in the EYFS
- visits to places of educational interest;
- creative activities
- designing and making things
- participation in athletic or sport based activities
- after school clubs
- guest visitors and performers.
- accessing relevant resources to support the learning

## **Effective teaching**

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can 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. The Learning and Teaching Policy has been formulated to provide a basis for staff to evaluate the quality of learning and teaching in their classroom and across the school. Teachers make on-going assessments of each child's progress (including assertive mentoring and Target Tracker) and use this information when planning their lessons and top. It enables them to take into account the abilities of all their children. Our prime focus is to develop and further the knowledge and skills of all our children. We strive to ensure that all learning activities are appropriate to each child's level of ability. When planning the learning for children with special

educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify learning and teaching 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.

In the Nursery and Reception classes, teachers work from the Early Year Foundation Stage curriculum. In years one to six, teachers track and monitor the children's progress throughout the year. This information is then shared and discussed in data meetings (every half term). Planning is then put in place to move the children forwards and close any gaps that have been identified.

Each teacher makes a special effort to establish a strong, positive relationship with their children in the class and the wider school. All staff treat the children with kindness and respect. We give them equal opportunities to take part in class activities and ensure that our behaviour policy is established and actively put in place so that we have outstanding behaviour for learning. We praise children for their efforts in their learning and by so doing, we help to build positive attitudes towards School. We celebrate the children's learning every Monday in our 'good learning assembly' where the Headteacher gives out a 'Headteacher's award' for a remarkable and impressive piece of learning. We insist on good order and behaviour at all times.

We deploy Teaching Assistants as effectively as is possible, with the majority leading intervention groups (a list and timetable of IG's can be found with the Deputy Headteacher). Sometimes they support inside the classroom, depending upon the nature of the learning involved, however their primary aim is to work with those children that have been identified through data meetings as needing involvement and focussed support.

We strive to make sure our classrooms are attractive learning environments, which are free of clutter and specific to the learning needs of the children. We change displays when appropriate and ensure that the classroom reflects the current learning and topic work. We ensure that all children have the opportunity to display their best learning at some time during the year. All children have access to a range of quality high quality fiction and non-fiction books in school, as well as learning walls that relate to the core subjects and assist in helping the children develop their thinking.

All our teachers reflect on their strengths and weaknesses. The SLT work closely with all teachers and TA's to plan their professional development needs accordingly. We do all we can to support them in developing their skills, so that they can continually improve their practice and work towards being outstanding practitioners.

We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked with the OFSTED criteria for teaching and learning and provides a clear picture of the quality and consistency of practice expected across school. When evaluating teaching and learning in school, we have agreed to consider:

- classroom observation / environment.

- sampling pupils' work.
- sharing pupils' work with colleagues, agreement trialling and celebrating successes.
- displaying work throughout school, and discussing quality.
- internal moderation of pupils' work.
- discussion with pupils.

### **Learning outside the classroom**

At Grove Park we value the additional opportunities for learning provided by an outdoor environment. These can consist of planned activities directly linked with the daily learning set in the school grounds (including our outdoor classrooms) or residential visits, field trips, sporting events and music or drama productions. When planned and implemented well, learning outside the classroom contributes significantly to raising standards and improving pupil's personal, social and emotional development (Ofsted 'Learning outside the classroom' 2008)

*Please refer to our 'Learning outside the classroom' policy for more details.*

### **Role of the Head Teacher and Governing Body**

- 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.

### **Role of the Parents/Guardians**

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 to discuss children's progress.
- sending an annual report to parents in which we explain the progress made by each child and

indicate next steps and areas to focus on.

- 2 Parent evenings per year (Autumn and Spring term) to feedback progress and next steps.
- explaining to parents how they can support their children with the home learning.
- holding coffee mornings in the café to explain relevant developments in their child's education.

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 and for learning.
- 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.

### **Monitoring and evaluation**

Staff development needs will be identified in line with this policy, Performance Management and Grove Park's CPD programme (led by the Deputy Headteacher). The Teaching and Learning Policy has been written to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation;
- sampling pupil's work;
- sharing pupil's work throughout school and discussing quality;
- internal moderation of pupils' work;
- discussion with pupils;

## **Race Equality and Equal Opportunities**

All children have equal access to the curriculum regardless of their gender, disability or ability. We encourage every child to develop their own cultural identity and value it in others. We plan work that is clearly differentiated for the performance of all groups and individuals. We are committed to creating a positive climate that will enable everyone to work free from racial intimidation, prejudice and harassment to achieve their potential.

## **SEN**

Pupils with SEN receive a broad and balanced curriculum which is differentiated (but ambitious), to match their needs and abilities. SEN children receive support that reflects their needs which can include being part of an intervention group or a 1:1 session with a member of staff.

***The Head Teacher and staff will review this policy during summer term January 2015.***