

Teaching and Learning Policy

Introduction

At Broad Square Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day and that excellent learning takes place when children are excited and immersed in memorable experiences, show a high level of respect to one another and when they, and their teachers, display a love of learning.

.Pupils of all abilities will be given equal opportunities to learn in order to achieve their full potential. 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 become independent learners and 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.

Aims and objectives

We value each child as a unique individual therefore we provide a rich and varied learning environment that allows children regardless of race, gender, religion, sexual orientation or disability 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;
- 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;
- help children grow into reliable, independent and positive citizens.

Effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suits them best. We take into this into account when planning the teaching and learning for our pupils.

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

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching media and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in physical activity;
- extra curricular activities;
- guest visitors and performers;
- accessing relevant resources.

We encourage children to take responsibility for their own learning, to be involved as far as possible in understanding their achievement and what they need to do to improve. We do this through peer and self assessment, the use of individual targets and effective teacher marking.

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 follow the national curriculum for all subjects as well as giving our pupils a wide variety of skills and knowledge through topics which are chosen by the class teacher. In Reception and Nursery the teachers follow the Foundation Stage Early Learning Goals.

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 and set tasks appropriately. When planning work for children with special educational needs we take into account the information and targets contained in their Individual Education Plans (IEPs). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual

We set academic targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of each term and will offer additional support to pupils who are not making expected progress.

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We plan our lessons with clear learning objectives that are shared with the children. Children are asked to reflect upon their achievement of the learning objective during the lesson. We take these objectives from the National Curriculum or the National Literacy or Numeracy Strategy.

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 discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these 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 misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We try to ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we follow a strict set of procedures: the venue is visited, risk assessments are carried out and we inform parents to obtain their permission.

We deploy learning assistants as effectively as possible. Some work with individual children or small groups within the classroom, whilst other support children by delivering intervention strategies such as 'Every Child Counts'.

We strive to ensure our classrooms are attractive learning environments. We ensure that the classroom reflects the topics studied, give children the opportunity to display their best work but also support pupils learning through displaying key information and the use of 'working walls'. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy. 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.

All our teachers reflect on their strengths and weaknesses against the teachers standards and plan their professional development needs accordingly as part of the performance management process. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

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 the performance management process in order to provide a clear picture of the quality and consistency of practice across school. In doing so we will consider:

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- classroom observation
- sampling pupil's work
- discussion with pupils
- moderation of pupil's work
- peer group observations

The role of the Headteacher and Governors

The role involves determining, supporting, monitoring and reviewing the school policies on teaching and learning. In particular to:

- 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;

The role of parents

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 explain pupil progress;
- sending information 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;
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can improve further;
- 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.

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 the home/school agreement.

Monitoring and review

In order to provide a clear picture of the quality and consistency of practice across school, we will monitor through:

- Classroom observation
- Sampling pupil's work
- Internal moderating of pupils work
- Discussion with pupils
- Termly progress meeting
- Performance management process

Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability, race, religion or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from intimidation and harassment to achieve their full potential.

This policy is reviewed regularly by staff and governors.