

# SHIPHAM CHURCH OF ENGLAND FIRST SCHOOL

## TEACHING AND LEARNING POLICY

### **INTRODUCTION**

This policy operates within the aims of the school and reflects its status as a Church of England school. It was drawn up following discussion with staff and the school council.

These aims in particular underlie the school's approach to teaching and learning:

- We aim to provide a broad, balanced and well-structured curriculum in accordance with the National Curriculum
- We aim to promote an enjoyment of learning and develop independent learners with enquiring minds
- We aim to create a positive, happy, safe and stimulating environment

### **2. PRINCIPLES**

General

- We believe that both children and adults learn new things every day.
- We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun
- 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 good teaching and learning experiences help children to lead happy and rewarding lives

We believe that children learn best when they

- Feel safe and secure
- Feel confident and happy
- Feel supported and cared for
- Feel valued
- Have structure and routine
- Are supported, stretched and challenged
- Have friends
- Have a teacher they like and respect
- Are allowed to express themselves and are listened to
- Have fun – learning is exciting and new
- Feel good about themselves
- Have no worries
- Understand the clear expectations of achievement and behaviour – there are clear instructions and boundaries
- Have lessons pitched at the right level
- Feel they can achieve and are successful
- Understand the purpose of what they are learning
- Are motivated, stimulated and interested

- Feel able to 'have a go'
- Are given praise and encouragement
- Have a learning environment which is calm, ordered and the right temperature
- Know what they need to do to make progress
- Have enough sleep, water, food, fresh air and exercise
- Have a range of good resources (including ICT and outdoor provision)
- Experience varied teaching/learning styles

As a school we have identified these learning priorities across the curriculum

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| <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Self-motivation</li> <li>• Independence</li> <li>• Respect</li> <li>• Perseverance</li> <li>• Enquiring minds</li> <li>• Social skills</li> <li>• Self-Discipline</li> <li>• Good manners</li> <li>• Pride in their own and others' achievements</li> <li>• Imagination and creativity</li> </ul> | <ul style="list-style-type: none"> <li>• Thinking skills</li> <li>• Problem-solving</li> <li>• Co-operation</li> <li>• Speaking and listening</li> <li>• Learning and retaining information</li> <li>• Enjoyment and enthusiasm</li> <li>• Multicultural understanding</li> <li>• Organisational ability</li> <li>• Having a go</li> <li>• Respect for others, resources and the environment</li> <li>• Sense of humour and fun</li> <li>• Listening and observing skills</li> </ul> |
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We identify the individual learning styles, achievement and attainment of each pupil so that the school can provide the appropriate teaching, support and challenge.

## IMPLEMENTATION

This policy is implemented through the planning, teaching and assessment cycle which is constantly monitored and evaluated. These values, principles and priorities also reflect the ethos of the school and run through every aspect of school life.

This policy should be read in conjunction with the following policies:

- Individual curriculum subjects
- Special Educational Needs
- Able, Gifted and Talented children

The policy will be reviewed every three years.

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## APPENDIX – ORGANISATION OF TEACHING AND LEARNING

- A variety of teaching and learning styles are used in all areas of the curriculum
- Sometimes whole-class teaching is used, at other times the children are engaged in enquiry-based activities.
- Children are encouraged to ask, as well as answer questions.
- The key aspects of learning are fundamental to the planning of the all areas of the curriculum.
- A variety of resources is used in all areas, including visits, visitors, artefacts, ICT
- Wherever possible, problem-solving or research activities are based on real situations.
- Subject skills, knowledge and understanding are sometimes taught as a discrete subject and sometimes integrated into a cross-curricular topic.
- Teachers also take opportunities for extending skills and experiences which may arise in other areas and activities (such as school trips, fiction books, etc).
- Throughout the year teachers highlight the National Curriculum Programmes of Study and Progression Grid to record and monitor coverage.
- This record, together with the scheme of work ensures continuity and progression.

### CROSS-CURRICULAR LINKS

- Planning is integrated across the curriculum areas where this is practical and meaningful.

### PLANNING AND TEACHING

- Planning recognises the need for differentiation to ensure suitability for age, aptitude and ability through a variety of grouping, content, style and approaches.
- Planning ensures that pupils' lives and experiences are reflected in the teaching.
- A wide range of teaching approaches are used with the emphasis on discussion and involvement.
- All children have access to the curriculum.
- Liaison with Fairlands Middle School provides continuity through KS2.

### ASSESSMENT AND REPORTING

- Children's work is assessed by making informal judgements during lessons and on recorded work.
- Progress and achievement in skills and understanding are assessed against the planned learning outcomes of a unit of work.
- Progress in reading, writing and maths is tracked termly
- Annual assessment is undertaken in May through National Curriculum assessments together with Teacher Assessment
- Consultation meetings are held with parents in the Autumn and Spring terms and, informally, at other times on request
- Children's progress and achievement are reported annually to parents.
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#### FOUNDATION STAGE

- Learning in the Foundation Stage is based around the EYFS statutory framework.
- Children's progress and achievement is monitored and reported through the EYFS profile.

#### MONITORING, EVALUATION AND REVIEW

- Observation of teaching and a review of the policy and scheme of work will be carried out as part of the planned calendar of curriculum review.
- Teachers discuss the subject regularly, considering training needs and resources and reviewing samples of children's work.
- Subject leader keeps samples of work in a portfolio, together with a record of activities. These illustrate the scheme of work and the expected level of achievement for each age group.

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