

LETHBRIDGE PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

1 Introduction

1.1 At Lethbridge Primary School we believe that good teaching means effective learning and that is what we should be striving for in every lesson. Our teaching and learning policy aims to ensure that the children at our school are provided with high quality learning experiences delivered through quality first teaching that lead to a consistently high level of pupil achievement.

Rationale

Our teaching for learning policy is at the heart of all we are doing at Lethbridge. It sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunity for all our pupils.

2 School Vision

Live, learn and achieve at Lethbridge!

At Lethbridge Primary School we believe that all children have the right to develop into independent, healthy and confident individuals who achieve the very best that they can.

LIVE

Our core aims are for our children to be:

- Independently motivated
- Community-minded
- Confident and self-assured
- Healthy and safe
- Problem solving and curious-minded
- Living within our school values

LEARN

Learning is realised through:

- School staff, parents and children working together in a learning partnership
- Independent learning where children are equipped to take risks and persevere in order to meet their goals
- Inspiring and varied learning activities based on first-hand experiences
- Inclusive environments with high quality teaching and learning expectations for all
- Purposeful and meaningful homework

ACHIEVE

All children achieve highly through:

- Excellent curriculum enrichment activities
- Creating an extensive range of opportunities within a broad-based curriculum
- High quality and enabling learning environments
- Expectations of excellent individual progress within an aspirational culture
- Consistently achieving school results that are significantly above the national expectation

3 Effective learning

3.1 We acknowledge that children learn in many different ways, and when planning our lessons, we take into account the different ways we learn and cater for these in our teaching.

Effective learning results in:-

1. Knowing you have succeeded
2. Feeling you can do more
3. Explaining what you have learned
4. Applying it to other situations
5. Teaching it to someone else
6. Feeling good about yourself

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.

4 Effective teaching

4.1 Effective learning only comes about from effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. Our school curriculum is set out in the long term to ensure the broad and deep coverage of skills, knowledge and continuity of development as a child progresses through the school. Medium term planning ensures that particular areas are covered in sufficient detail and in a stimulating and enjoyable way. Short term planning addresses the particular needs of groups and individuals according to their attainment and progress.

For effective teaching to take place there are a number of 'ingredients' that we feel are needed. Whilst it is impossible to contain all of these elements in every lesson, we believe that our lessons should contain a number of these listed below:-

- A clear learning objective shared with the children
- A clear link to previous and future learning
- A clear outcome to be achieved at the end of the lesson
- A review of the learning at the end of the lesson
- A purposeful well prepared plan
- Appropriate challenge for all children
- Opportunities for children to deepen their reasoning and problem-solving skills
- Teacher modelling
- Good questioning
- Interaction between teacher and pupil and pupil and pupil
- Pace
- Appropriately and readily resourced
- Enthusiastic delivery
- Fun
- Involvement of all the children
- Elements incorporating different styles of learning
- Opportunities for independent learning

4.2 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability and provide sufficient challenge to engage them in their learning. We try to encourage children to become independent learners by giving them the freedom to structure their own learning. When planning work for children with special educational needs we give due regard to how they can best access the teaching. We have high expectations of all children, and we believe that their work here at Lethbridge Primary School should be of the highest possible standard.

At Lethbridge we are proud that we have attained the Dyslexia Friendly Charter and aim for all staff to be fully aware of the needs of the children with SpLD, for those children to have full access to the curriculum and for all classrooms to be dyslexia friendly environments.

The school takes its responsibilities with regard to Equal Opportunities and Inclusion seriously and the Teaching and Learning Policy should be in line with these policies.

4.3 *We set targets for the children in each academic year and we share these targets with children and their parents. The school's assessment system is based on a range of methods including testing, the use of indicator statements assessed by observation and marking by staff, as well as observation through daily teaching. We review the progress of each child termly. Regular assessment weeks help us form the basis for our target setting. These take place 3 times a year.*

4.4 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

4.5 *Each of our teachers makes a special effort to establish good working relationships with all children in the class, in line with Our Values. 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 classroom management. We set and agree with children the class values. 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.*

4.6 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.

4.7 We deploy teaching assistants and helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. We expect our teaching assistants to build effective working relationships with the teachers they work with in order to work together for the benefit of the children. Other adult helpers may work in a variety of ways in a similar fashion to some of the tasks carried out by teaching assistants. Our adult helpers also assist with the preparation and storage of classroom equipment.

4.9 All our teachers reflect on their strengths and weaknesses and their professional development is planned accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We also support our teaching assistants in the same way. The quality of teaching and learning is monitored by senior staff on a regular basis in a variety of ways which includes direct observation of teaching, scrutinies of work, analysis of data, discussions with pupils and 'learning walks'. A performance management system is in place for all staff.

4.10 We conduct all our teaching in an atmosphere of trust and respect for all. Safeguarding has a very high priority and the school expects the highest possible standards with regard to this.

5 The Learning Environment

All areas and resources of the school including the classrooms should be clearly labelled. Children should be made aware of these resource areas at the beginning of each year. The learning environment should be organised to ensure that the children have the opportunity to learn in different ways. These include:

- investigation, problem solving and reasoning
- a range of relevant apparatus and pictorial models to support learning
- research and finding out
- group work
- pair work
- independent work
- whole-class work
- asking and answering questions
- use of a range of technology
- fieldwork and visits to places of educational interest
- creative activities
- debates, role-plays and oral presentations
- designing and making things
- Participation in athletic or physical activity

Learning takes place in an environment which is:

- challenging and stimulating
- peaceful and calm
- happy and organised
- well resourced and clearly labelled
- makes learning accessible
- encouraging and appreciative
- welcoming
- provides equal opportunities
- provides a working atmosphere

Our classrooms are attractive learning environments. We change displays regularly, to ensure that the classroom reflects the topics studied by the children. 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 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. Each classroom has well ordered clearly labelled resources.

Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- agreed by the children and clearly understood
- fair and consistent
- realistic and positive
- kept to a minimum but enforced
- daily activities such as morning maths with which the children are familiar

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the Behaviour policy.

Achievement

- verbal or written praise by teachers, peers, Headteacher and parents
- displays of work
- opportunities to perform or share
- positive notes, stickers or badges
- the awarding of house points
- Golden Book Certificates

5 The role of governors

5.1 The role of governors is to support the school and hold it to account for the performance of pupils. Governors must also fulfil their statutory obligations and have an oversight of the finances of the school. This is done through regular, strategic meetings as well as school based activities which are agreed with the senior leadership of the school.

6 The role of parents

6.1 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 to discuss their child's progress and attainment
- Providing parents with a summative, written report on their child's progress and attainment at the end of each academic year
- 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
- 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
- Holding parent meetings / workshops on relevant subjects, e.g. phonics or E-Safety

6.2 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 the home/school agreement

7 Monitoring and review

7.1 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.

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