

Teaching and Learning policy

Campton Lower School



Approved by:	Nicky Fletcher
Signed:	
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1. Introduction

1.1 This policy seeks to provide a coherent, whole school approach to the methods of teaching and experiences in learning at Campton Lower School. It also strives to ensure that all pupils receive continuity and progression in their learning journey however long or short their time at Campton.

1.2 At Campton Lower School we believe our core purpose is to ensure all pupils attain the highest standards in all aspects of the curriculum. Through our teaching we equip children with the skills, values, knowledge and understanding necessary to be able to make informed choices about the important things in their lives and develop a love of lifelong learning. We believe that appropriate teaching and learning experiences help children to lead happy, productive and rewarding lives. To achieve these goals we have a clear, shared approach to teaching and learning and to the school ethos.

2. Aims

2.1 We believe children learn in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

2.2 Through teaching we aim to:

- have high expectations of children and to provide varied learning experiences within a broad and balanced curriculum;
- ensure that all children have an equal opportunity to achieve their full potential;
- nurture a learning community of families, governors and other individuals to enrich educational opportunities;
- provide a positive drive to deliver the basic skills of reading, writing and mathematics to allow all pupils to underpin their learning across the curriculum with confidence;
- 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;
- promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people through the teaching of British Values.

3. Effective Learning

3.1 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 best suit them. We believe that children who think creatively and independently are more likely to discover things for themselves, to be open to new ideas and to be motivated to work beyond the classroom.

3.2 We believe that a motivating, cross-curricular approach is the most effective way of developing key learning skills, values and attitudes. We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of technological equipment;
- fieldwork and visits to places of educational interest;
- creative activities;
- responding to musical or recorded material;
- debates, role-play and oral presentations;
- thinking skills;
- designing and making things;
- participation in physical activity.

3.3 We encourage children to take responsibility for their own learning, to be involved 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.

3.4 Our philosophy is that asking questions, participating in ‘shared thinking’ and discussion are all central to learning. Teachers’ questions need to be well planned to prompt, probe and deepen children’s thinking and should be aimed just above what the child can already do.

3.5 We believe that children learn best if they respond to challenges, are intrigued by mistakes, enjoy effort and keep on learning. Our children recognise that effort, persistence and challenge are what help them improve.

3.6 To promote effective learning children should be allowed to think and work creatively thereby developing their self-confidence and key learning skills e.g. how to manage their own behaviour, their understanding of the learning process, their preferred learning style, their ability to think systematically, to manage information and to learn from others.

4. Effective Teaching

4.1 We conduct all our teaching in an atmosphere of trust and respect for all.

4.2 When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We review the progress of each child half termly. When planning work for children with special educational needs we give due regard to information and targets contained in the children’s Individual Education Plans (IEPs). We have high expectations of all children, and we expect work to be of the highest possible standard.

- 4.3 Each teacher 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 teachers follow the school policy with regard to discipline. 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 make the wrong choices we follow the guidelines for sanctions as outlined in our school behaviour policy.
- 4.4 We ensure that all tasks and activities that the children do are safe. We follow the Local Authority's guidance on Educational Visits.
- 4.5 We deploy teaching assistants as effectively as possible. They may work with the whole class, groups or individual pupils. Teaching Assistants are also trained to deliver intervention programmes.
- 4.6 We continually strive to make our classrooms attractive learning environments. We change displays regularly, to ensure that the classroom reflects the topics studied by the children. 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.
- 4.7 All teachers reflect on their strengths and areas for development and plan their professional training needs accordingly. We do all we can to support teachers in developing their skills, so that they can continually improve their practice.

5. Assessment for Learning

5.1 Assessment ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

5.2 Assessment for learning:

- is part of effective planning
- focuses on how children learn
- is central to classroom practice
- is a key professional skill
- has an emotional impact by promoting self esteem
- affects learner motivation
- promotes commitment to learning objectives and assessment criteria
- encourages self-assessment
- recognises progress from the child's previous best.

5.3 We use these strategies to link assessment to better teaching and learning:

- Reflection of daily planning informs the next day's teaching

Every learner valued, every opportunity seized, every achievement celebrated

- Evaluation of one week's planning informs the next week's plan
- Assessment tasks, e.g. writing, maths and science: results used to inform future planning
- Use of marking to guide children with next steps to their learning

6. The role of Governors

6.1 Our Governors determine, support, monitor and review the school policy 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 appraisal policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policy through the school self-review processes. These include, as appropriate, reports from subject leaders and the Headteacher's reports to governors as well as a review of the CPD sessions accessed by our staff.

6.2 Each Governor is linked to a curriculum area. An annual visit is conducted with the lead for their subject in which they are given an overview of curriculum coverage, attainment and progress and examples of work. During these visits, Governors are expected to hold the subject leaders to account for the standards within their subject.

7. The role of parents

7.1 We believe that parents have a fundamental role to play in helping children to learn. We do all we can to engage and inform parents about what and how their children are learning by:

- sending information to parents at the start of each half term in which we outline the topics that the children will be studying during that half term at school;
- sending annual reports to parents in which we explain the attainment of each child and indicate how the child can improve further;
- holding parent consultations during which teachers can explain in detail how parents can support their children at home
- explaining to parents how they can support their children with homework.

7.2 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;

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- do their best to keep their child healthy and fit to attend school;
- ensure that their child is equipped for school with the correct named uniform and PE kit;
- 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;
- support homework
- support their child's reading through listening to him/her read on a regular basis.

8. Monitoring and review

8.1 We are aware of the need to review the school's 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. We will review our policy on a bi-annual basis.