

Stanbridge Primary School

TEACHING AND LEARNING POLICY



Signed (Chair):	Name:	Date: 11/05/15
Signed (Headteacher):	Name: Miss F Bertham	Date: 11/05/15
Ratified: by Curriculum Committee	Next Review: Term 5 (16/17)	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Teaching and Learning Policy	Date:	11/05/15
EIA CARRIED OUT BY:	F Bertham	EIA APPROVED BY:	F Bertham

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender Reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

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Teaching and Learning Policy

Rationale

At Stanbridge Primary School, we believe that learning should be a rewarding and an enjoyable experience for everyone. Through our curriculum, we strive to foster a love of learning and a passion to aim high and be world class, equipping children with the skills, knowledge and understanding that will prepare them for life's wonderful adventures.

School Aims

- To provide a happy, caring and challenging environment in which everyone can acquire knowledge, skills and attitudes relevant to themselves and society.
- To ensure that everyone achieves their full potential intellectually, physically, emotionally and socially.
- To enjoy a busy life within the school community by creating and sustaining the values of friendship, patience, consideration and self-control.

Effective Teaching

When teaching is at its most effective, the following are common factors:

- Classroom management is clear to the children and promotes independent learning
- The classroom and school ethos are strong and promotes a happy and enjoyable learning environment
- The teacher has good subject knowledge which enabled teachers to clearly explain concepts and address pupils' misconceptions effectively.
- Lessons have clear learning objectives and success criteria, these ensure lessons have a clear focus
- Planning is clearly differentiated and tasks match the children's ability
- Assessment informs the next steps of learning
- Skilful questioning is used to assess pupils' understanding during lessons and to promote higher order thinking skills e.g. reasoning, justification.
- Teachers have high expectations with regards to the pitch of the work, the quality of the work and the quantity that pupils produce in lessons
- Children's targets are appropriate, clear to the children and manageable for the teacher
- Additional adults enable pupils to acquire new learning and to successfully complete tasks

Effective teachers

Effective teachers show the following qualities. They should be:

- Flexible
- Inspirational
- Co-operative
- Respectful
- Able to self-evaluate
- Good communicators
- Risk takers
- Able to try and have a sense of humour!

Styles of Teaching/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 best suit them. We take this into account when planning teaching and learning styles. 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 ICT
- Fieldwork and visits to places of educational interest
- Watching television and responding to musical or recorded material
- Debates, role plays and oral presentations
- Designing and making things
- Participating in athletic or physical activity

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. We promote assessment for learning throughout the curriculum. Our children are becoming much more aware of how they learn and how best to learn.

The Learning Environment

We believe that the classroom, which is the primary place of learning, is of paramount importance to good teaching and learning. The following points are essential:

- That the classroom is a happy place where the children feel relaxed and at home
- That the classroom is a safe place
- That displays encourage the children to learn – they should be bright, lively and at times interactive
- That learning environment is of a high quality and supports children's learning
- That the classroom should be well resourced and that these resources should be accessible for the children when appropriate
- That children's successes are clearly celebrated

Continuous Professional Development

At Stanbridge Primary School we have a commitment to Continuous Professional Development (CPD) for all our staff for the following reasons:

- We believe that high standards in teaching and learning depend upon relevant, focussed and effective professional development opportunities for teachers
- CPD enables teachers to keep up to date with curriculum subjects and ICT (and developments in pedagogy)
- Teachers who are involved in, and have enthusiasm for, lifelong learning are excellent role models to pupils
- A commitment to the development of staff members leads to greater self-esteem, self-confidence and enthusiasm, better quality teaching and a substantially greater capacity in the school as a whole for continuous self-improvement

The Role of the Head Teacher

It is the responsibility of the Head Teacher to facilitate good teaching and learning. In order to achieve this, he/she must:

- Have a clear vision of what good teaching and learning look like
- Be inspirational
- Monitor, advise and support
- Be at the heart of the ethos of the whole school
- Celebrate all achievements
- Challenge where necessary
- Assist staff with their professional development
- Provide staff with the resources they need to carry out the job

The Role of the Governors

The Governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the staff by allocating resources effectively
- Ensure that the school building and premises are best used to support successful teaching and learning and that they conform to health and safety regulations
- Monitor, through the Curriculum Committee, 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
- Monitor the effectiveness of the school through the school self review process

The Role of the Parents/Carers

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

- Publishing class newsletters/overview grids outlining the curriculum
- Maintaining an ongoing dialogue with parents/carers, through learning meetings three times a year, in which we explain the progress made by their child and with clear targets for improvement
- Explaining to parents/carers how they can support their children with homework
- Holding parents'/carers' evenings where their child's work can be reviewed and their progress discussed

We believe that parents/carers have a responsibility to support their children and the school in implementing school policies. This can be done by:

- Discussing the home/school agreement regularly with their child
- Ensuring the child has the best attendance possible
- Ensuring that their child is equipped for school with the appropriate uniform and P.E kit
- Informing the school if there are matters outside school that are likely to affect the child's performance or behaviour
- Promote positive attitude towards school and learning in general

Monitoring and Review

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 in the physical environment of the school. This policy should be read in conjunction with the Assessment Policy and Creative Curriculum Policy.