



# Tonwell St Mary's CE Primary School

## Teaching and Learning Policy

**Philippians 4:13**

I can do all this through him who gives me strength.

**Date Ratified: October 2016**

**Review Date: October 2020**

## **1. Introduction**

1.1 We believe in the concept of lifelong learning, and the idea that both adults and children should learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills, knowledge, understanding and resilience to be able to make informed decisions about important things in their lives and become lifelong learners themselves.

## **2. Aims**

2.1 At our school we provide a safe, rich and varied learning environment that allows children to develop their skills both inside and outdoors.

2.2 Through our teaching we aim to:

- Enable children to become confident, enquiring, independent and resilient learners;
- Foster children's self-esteem, and help them build positive relationships with other people;
- Develop self-respect, encourage them to understand the ideas, attitudes and values of others and teach them to respect others' feelings;
- Show respect and tolerance for a diverse range of cultures and faiths;
- Enable children to respect their community and help them feel valued as a part of it;
- Develop a 'Growth Mindset' approach to their learning, where effort, practice and determination are valued;
- Understand British and Christian values and how they impact on children's day to day lives.

## **3. Effective Teaching and Learning**

3.1 Learning environment

Children's safety is at the forefront of everything we do. We ensure that safeguarding procedures and policies are followed and risk assessments are in place. We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe, enjoy being challenged, are set high expectations for behaviour, display is engaging with a balance of children's work and resources to support learning.

3.2 Curriculum and Enrichment

We value the importance of a broad and balanced curriculum where basic skills in English and maths are promoted across the curriculum. Regular visitors, in school workshops and trips complement classroom learning. We ensure full coverage of the National Curriculum (2014), Hertfordshire Agreed Syllabus for RE and the SEAL programme for PSHE. English and maths are taught daily across the school. Phonics is taught daily in EYFS and KS1. Other subjects are taught weekly or may be blocked over the term.

3.3 Learning in different ways

We deliver our teaching in different ways to maximise learning and through visual, auditory and kinaesthetic activities. We offer opportunities for children to:

- Investigate, reason and solve problems
- Research and discover
- Participate in whole class, cross-phase, group, paired and individual work
- Debate, role-play and present
- Use technology and develop computing skills

- Design, make and evaluate
- Participate in physical activity, including competitive sports

### 3.4 Assessment

Formative and summative assessment are an integral part of school life. Teachers make ongoing assessments of each child's progress and use this to inform planning, to provide feedback celebrating successes and to outline next steps in learning. Assessment is used to highlight any children who may be at risk of SEN or who are highly able. These children are discussed at pupil progress meetings and relevant support planned. Aspirational targets are set at the start of each academic year and monitored termly.

### 3.5 Differentiation and challenge

Our prime focus is to develop further the knowledge and skills of all of our pupils. We strive to ensure that all children are supported and challenged at an appropriate level and to ensure we meet all statutory requirements related to inclusion. Children are encouraged to challenge themselves and sometimes have the chance to choose their own level of work, whilst sometimes being guided by the teacher. When planning work for children with SEN or CLA, we give due regard to information and targets from their Learning Plan or PEP. We recognise that children may achieve at different levels across different subjects and that some children are highly able. When planning all lessons, teachers consider core, support and challenge for learners. Specific groups of children, such as SEN, CLA, highly able are identified, tracked and monitored closely by teachers, SLT and governors through assessments, pupil progress meetings and governor visits.

### 3.6 Use of other adults

We deploy teaching assistants and volunteers as effectively as possible. They work 1:1 and in small groups with pupils, make observations and assessments of pupils and meet with external experts to learn to deliver specialist programmes for SEN or pupil premium pupils.

### 3.7 Equal opportunities

We value each child as a unique individual regardless of background and treat them fairly. Staff are familiar with the relevant equal opportunities legislation covering gender, race, disability, sexuality, religion, SEN.

### 3.8 Structure of lessons

We share learning objectives with children and where appropriate give them the 'big picture' of the lesson or series of lessons. We ensure children understand success criteria and co-construct this wherever possible. Staff connect the learning to previous lessons and review what has been learned. Children are encouraged to peer and self-assess their learning.

## 4. Role of Governors

### 4.1 Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- Ensure safeguarding is robust and procedures followed correctly;
- Support the use of particular teaching strategies by allocating resources effectively;
- Ensure school premises are used optimally to support teaching and learning;
- Seek to ensure staff performance management and development both promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-evaluation process, Headteacher's reports to governors, the school improvement plan and governor visits.

## 5. Role of parents

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

- Holding meetings at the start of each year for parents to meet the teacher and share information about topics and age related expectations;
- Updating information on the school's website to share curriculum information and news about children's learning;
- Sending written interim reports in Autumn and Spring term as part of parent consultation evenings explaining progress, celebrating successes, setting targets and explaining ways parents can help at home;
- Sending an end of year written report sharing attainment and progress information;
- Inviting parents to talks about school curriculum e.g. SRE, how phonics is taught;
- Setting weekly homework from Year 1 to Year 6 and sending home a regular newsletter for EYFS with ways to support at home.

6.2 We believe parents/carers have the responsibility to support their children and the school in implementing school policies and asked them to read and sign the Home School Agreement.