

Glade Primary School

Teaching and Learning Policy



Growing, Learning, Achieving with Dedication & Enthusiasm



1. RATIONALE

We acknowledge that children learn in different ways through a variety of experiences; and we therefore recognise the need to develop strategies that allow all our children to learn in ways that best suit them.

All children have different starting points, different experiences and different responses to teaching and learning. Our first principle is 'quality first teaching': this means that the class teacher has a responsibility to ensure that all members of the class, irrespective of needs, feel included, succeed and can access work at the right level. This will involve teachers in considering groupings; planning work in different ways and at different levels. For a detailed description of what 'quality first teaching' means at Glade Primary School. See Appendix 1

Teaching and Learning is central to life at Glade Primary School. The quality of teaching has the greatest impact on our children's learning and the standards that they attain.

This is therefore, a key policy for our school.

We value the strengths of individual children, teachers, support staff, parents, governors & the local community.

2. AIMS

The aim of this policy is to provide a clear statement of the principle and practice of teaching and learning at Glade Primary School. This statement represents our agreed view of how our children learn and how we intend to encourage and support that learning. It provides a framework which enables teachers and support staff to be confident in developing their own practice, and ensures that we are consistent in the way we work with our pupils.

We aim to help our children to:

- Enjoy their learning through experiencing success and by increasing their self esteem
- Become independent, confident learners who take greater responsibility for their own learning

- Become resilient, reflective, resourceful and reciprocal learners
- Feel secure and comfortable in school
- Acquire the necessary skills for learning, now and in the future, by developing lively, enquiring minds and the ability to question, share ideas and work co-operatively
- Recognise and develop their own personal skills to the best of their ability
- Access a rich, balanced and relevant curriculum in a variety of ways. This includes encouraging creativity and self-expression
- Use language and number effectively, as a foundation for learning, and to feel confident in all areas of the curriculum
- Develop an understanding of other beliefs, cultures and ways of life

3. WHAT DOES GOOD TEACHING LOOK LIKE HERE AT GLADE?

We believe that teaching is most effective when combining the following four elements during a teaching session;

1. Introduction to the session- warm up activity with the emphasis on enjoyment so that the children are keen to participate and want to keep learning
2. Main teaching session- learning is modelled to enable children to feel confident in having a go
3. Differentiated tasks and activities that require learners to think and develop their understanding either individually or collaboratively
4. Pupils actively involved in reviewing their learning within an effective plenary. Pupils celebrating and sharing achievement and looking forward to the next step

Throughout all these stages we believe good teaching can be characterised by the following:

- Challenging but achievable expectations, clear explanations and rigorous pace.
- Varied and flexible teaching styles are used, dependent on the task and the individual needs of the learner. (Visual-Auditory-Kinaesthetic)
- Teachers show secure subject knowledge of the areas they are teaching.
- Teachers have an exciting, enthusiastic approach to learning which will help inspire, motivate and engage our children.
- Clear focus is given through explicit learning intentions and success criteria, which identify what learners' need to understand and be able to do in order to achieve.
- Good use of teaching assistants and resources is made to support the children's learning.
- Positive behaviour management strategies are used to motivate and encourage pupils to respond appropriately and help create a climate for learning.

- Opportunities for self-evaluation and reflection are built in throughout the session.
- A consistent approach is used, in line with whole school policies and procedures.
- Each and every child makes progress in their learning, regardless of ability.
- A relaxed yet purposeful learning environment is created.
- Learning is linked to pupils' prior skills, knowledge and understanding.
- A range of question types are used e.g. open questions and closed questions. Pupils are encouraged to generate their own questions.
- Information is presented in short chunks, which enable pupils to maintain their concentration.
- There is good interaction and communication between children as well as adults and children.
- Creative ideas are valued and actively encouraged.

4. WHAT DOES GOOD LEARNING LOOK LIKE AT GLADE

A good learner is someone who.....

- Enjoys learning
- Shows enthusiasm
- Asks questions
- Looks interested
- Joins in
- Doesn't give up
- Gives others a chance to talk
- Is kind and helps others
- Asks for help
- Co-operates with others
- Takes a risk and has a go
- Doesn't call out
- Checks they have understood
- Can explain their thinking
- Listens and respects what others think
- Shares ideas
- Tries different ways to solve a problem

The school recognises there are a number of children with varying additional educational requirements and needs and their attainment may be shaped differently.

5. LEARNING TARGETS

These are shared with pupils in order to focus on the key learning skills. Progress is measured and monitored regularly and termly progress meetings are held with the SLT and SENCO to track progress.

6. CURRICULUM DRIVERS

We ensure that all our pupils gain full access to the National Curriculum through rigorous planning and implementation. All school stakeholders engage in a regular review of the curriculum led by our Curriculum Lead, Mr Merchant. We focus on the Intent, Implementation and Impact of curriculum provision at Glade. We offer a rich range of educational visits, workshops and experiences to enrich the lives of our children. We have developed three curriculum drivers that shape our curriculum, bring about the aims and values of our school and respond to the particular needs of our community.

Community and Diversity which helps pupils to be active, responsible members of the school, the locality, our country and the world.

Inclusion and Wellbeing which helps to support and nurture our pupils to behave positively, manage their feelings, work co-operatively, demonstrate resilience and build positive relationships.

Arts and Creativity which helps our children to engage and express their ideas in a variety of creative forms.

Documents are available on the website and in school giving details of each curriculum area.

7. THE LEARNING ENVIRONMENT

At Glade we believe a positive learning environment sets the climate for learning and enables all children to access the curriculum.

It should:

- Be welcoming and inviting to children and adults by encouraging interaction and providing opportunities for good communication between home and school, reflecting cultural and racial diversity.
- Support and challenge learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning.

- Remind children that they are working towards personal goals and targets in their learning.
- Celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum. It should help raise self-esteem and confidence.
- Be stimulating and thought provoking with the use of interactive displays and resources and different zones within each classroom, which encourage children to explore, investigate and play.
- Be warm, comfortable and clean with the provision of suitable, functional furniture and fittings.
- Create an environment where children feel they belong and can foster a sense of pride within it.
- Be safe and hazard free, both emotionally and physically.
- Encourage co-operative and collaborative learning and good working relationships, through the flexible use of space and the ability to adapt to whole class, group and individual learning.
- Promote an appropriate atmosphere for learning supported by the school's expectations and Code of Conduct.
- Be well organised and uncluttered, using available space to best advantage.

8. EFFECTIVE TEACHING AND LEARNING

In order to facilitate good teaching and learning as a staff we will commit to:

- Have consistent high expectations of every pupil, irrespective of ability, race, gender, age or achievement.
- Ensuring that all pupils for whom English is an additional language have access to the full curriculum and the full range of co-curricular activities on the same basis as all other pupils.
- Having a good understanding of the primary curriculum- the skills, concepts, knowledge and attitudes which are the goals of the learning process.
- Using a suitable range of organisational strategies and teaching methods to establish a positive learning environment.
- Maintaining good discipline based on mutual respect, in line with our Vision Statement.
- Using the school curriculum plan to guide our teaching which details what is to be taught in each year group.
- Ensuring our daily planning: follows the agreed school format; is shared with the teaching assistants linked to each class; includes information about tasks to be set,

resources needed, the way children will be grouped; is evaluated to inform future planning.

- Having clear learning intentions which are shared with and understood by the children (learning/success criteria)
- Using a range of organisational strategies and teaching methods to suit different learning styles e.g. visual, auditory and kinaesthetic (VAK)
- Organising human and physical resources effectively.
- Making sure that the activities we provide for the children extend their knowledge, skills and understanding.
- Being reflective, reviewing the effectiveness of our teaching and monitoring children's progress.

9. THE ROLE OF GOVERNORS

Our governors, determine, challenge, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Make sure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor how effective teaching and learning strategies are, in terms of raising pupil attainment.
- Ensure that Staff Development and Teacher Appraisal Policies promote good quality teaching.
- Monitor the effectiveness of the school's Teaching and Learning Policy through the school self-review processes, including: information from subject leaders, the Head teacher and external advisers, as well as a review of the in-service training attended by our staff.
- Monitor teaching strategies in the light of health and safety regulations.
- Challenge and ask questions about data to ensure good progress for all.

10. THE ROLE OF PARENTS/CARERS

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Have a positive attitude towards school and learning, supporting and working with school.
- Make sure that their child has the best attendance record possible.
- Make sure that their child is equipped for school with the correct uniform, P.E. kit and all that they need for their learning.

- Inform the school if there are matters outside of school that are likely to affect a child's learning or behaviour at school.
- Attend progress meetings and parents' evenings.
- Support the school's expectations with regard to behaviour and attitude.
- Read daily with their child at home and support them with completing their homework.

11. MONITORING AND EVALUATION

The aims and objectives outlined in this policy are evident in the day to day working of the school. This will be monitored through:

- Teaching observations.
- Monitoring children's work.
- Learning journey books
- Learning walks.
- The progress of the School Action Plan.
- External inspection.
- LA Associate Advisor.
- Sharing pupils' work throughout school and discussing quality.
- Internal and external moderation of pupils' work.
- Communication with children, parents and the rest of the school community.
- Staff professional reviews in line with the Teacher Appraisal Policy.

We are aware of the need to review this policy regularly so that we can take account of new initiatives, changes to the curriculum, developments in technology or changes to the physical environment of the school.

As an accredited Rights Respecting School, we are a community where children's rights are learned, taught, practised, respected, protected and promoted. Through the Teaching and Learning policy, pupils will develop a deeper understanding of the UN Convention on the rights of the Child.

This policy has been reviewed in conjunction with the Glade Mental Health and Wellbeing Policy. At Glade Primary School we aim to promote and protect the mental health and wellbeing of all of our stakeholders.