

## Great Linford Primary School Teaching and Learning Policy

At GLPS we believe in the concept of lifelong learning and the idea that both adults and children learn new things everyday. Learning should be a rewarding and enjoyable experience for everyone; it should be fun! Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We understand that people learn best in different ways and we use a range of teaching and learning styles to cater for the differing needs of the children and utilise the different strengths of teachers. Children are encouraged to develop thinking skills, independent learning skills and problem solving skills, both on their own and collaboratively. First hand experience and the opportunity to experiment are vital parts of learning.

We believe that effective teaching and learning must be based around the stage of development and levels of experience that children have acquired already.

We understand the impact of the environment on children's learning and aim to provide a rich, varied and stimulating learning environment that allows children to develop their skills and abilities to their full potential.

Through teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners
- Develop children's self respect and encourage children to respect the ideas and cultures of others; to promote positive attitudes towards other people.
- Foster children's self-esteem and help them build positive relationships with other people.
- Help children grow into reliable, independent and positive citizens.

### Effective learning:

Learning is most effective when there are opportunities to learn in different ways. All children should have the opportunity to:

- Actively participate in all parts of the lesson/activity (10 min rule- children should not sit inactive for longer than 10mins, inc: assembly)
- Work with thinking partners to enhance discussion and understanding. (changed each week see appendices to Behaviour Policy)
- Investigate and solve real life problems
- Ask and answer questions
- Research
- Design and making things
- Use ICT
- Work outside and visit places of educational interest
- Take part in creative activities
- Take part in debate, role play and oral presentation
- Participation in physical activity
- Work individually, in a variety of groupings and as a class
- Make decisions
- Work cooperatively
- Be creative use initiative
- Achieve academically
- Evaluate their own learning e.g. traffic lights, thumbs up
- Plan the next steps e.g. contribute to curriculum planning and what they would like to learn next

**Effective Learning results in:**

- Knowing you have succeeded
- Feeling good about yourself
- Feeling that you can do more
- Explaining what you have learned
- Applying it to other situations
- Teaching it to someone else

**Effective teaching:**

The teacher is responsible for the learning that takes place and ensuring that it is effective for all pupils.

Teaching should focus on motivating the children and building on previous skills, knowledge and understanding of the curriculum as well as an increasing understanding of the skills and process for effective learning and building learning power, BLP.

All our staff reflect upon their strengths and weaknesses and plan their Continuing Professional Development accordingly so that they can continually improve their practice.

**Planning/Assessment:**

Teachers are expected to produce long, medium and weekly plans, copies of which are filed kept in appropriate planning folders, enabling regular monitoring by the Head and SMT.

Literacy and Numeracy are planned using the appropriate strategy documents.

Our long term-2 year rolling programme details the curriculum for each year group. Medium term plans give more detail of coverage and reflect the requirements of the National Curriculum, the locally agreed RE Syllabus and Early learning Goals.

Short term/weekly lesson plans have clear learning intentions and success criteria and are based on teacher's knowledge of the children's level of attainment. Our prime focus is to further develop the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability with appropriate support and challenge. 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).

Our weekly plans also contain information about cross curricular links, provision for SEN and Most Able as well as the tasks to be set, the resources needed, and the way we intend to assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

We have high expectations of all children, and we aim that they should take pride in their work at Great Linford Primary School and that it should be to the highest possible standard.

(See also Assessment, Marking and Presentation and Display Policies)

We set end of year targets for the children each academic September and we share these targets with children and their parents. We review the progress of each child at the end of each term to assess progress, plan interventions and revise targets where necessary. Teachers also mark work regularly to identify the next steps in children's learning,

which in turn inform their short term planning. These next steps are shared with pupils by providing time for them to read the teacher's comments in their books and respond to suggestions made.

### **Relationships**

Our staff work hard to establish good working relationships with all children and base our interactions on the principles of Restorative Practice (RJ). 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 staff follow the school policy with regard to behaviour and classroom management. We insist on good behaviour at all times.

- We set and agree with children the class code of conduct and consistently refer to them .We expect all children to comply with these rules. As appropriate we follow the guidelines for Rewards Sanctions as outlined in our school Behaviour Policy.
- We celebrate good behaviour and achievements in assemblies

We reward and praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school we follow the LA Trips and Visits Policy, undertake risk assessments and seek advice from the members of staff with EVC training (CD, SA 2008).

### **Effective teachers:**

- Create a positive, supportive atmosphere based on praise rather than criticism
- Listen to children with sensitivity
- Treat children with respect and as individuals
- Value children's contributions and encourage and support children to participate
- Work to build children's self-esteem
- Communicate clearly using a wide range of strategies
- Are consistent- firm but fair
- Demonstrate enthusiasm and excitement
- Challenge children appropriately
- Are well prepared-before each week/day/lesson/deadline
- Are flexible and adaptable

### **Effective support from other adults:**

We appreciate the positive impact that Associate Staff, particularly Teaching Assistants, TA's and other adult helpers have on pupil's motivation, learning and enjoyment. Sometimes they work with individual children and sometimes they work with small groups. All helpers must be CRB checked if not under the direct visual supervision of the teacher.

### **Teaching Assistants**

All year groups have time allocated for teaching assistants to work with the class; their role may vary in each class and depend on the needs of each Key Stage.

### **Parent helpers:**

- All offers of parent help should be checked with Head or Deputy before an offer is accepted.
- All should be clearly briefed by the class teacher of expectations, code of conduct and confidentiality, **before** they work in school.
- If adults help in school on a regular basis, the Class Teacher should seek permission from Head or Deputy to fund a CRB check.

### **The learning environment:**

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 children.

Our classroom displays 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 are organised and adapted to ensure they meet the learning needs of the children or activity.

Class teachers should ensure that classrooms have enough chairs and tables to ensure that each child has suitable space to work. Seating plans will be changed dependent on subject, activity or use of thinking partners.

Tables should be arranged or chairs moved so that children do not have their back to key resources such as the IWB or teacher when relevant.

All classrooms should have a range of dictionaries and fiction and non-fiction books.

Learning takes place in an environment which is

- Stimulating
- Peaceful and calm
- Happy and caring
- Well organised
- Well resourced
- Safe
- Makes learning accessible
- Provides equal opportunities
- Ensures a working atmosphere and the use of 'inside voices'-see Behaviour Policy.
- Celebrates achievement
- Reflects the learning taking place, e.g. 'learning Walls'

### **The role of governors**

Our governors determine, 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
- 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 performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policies through the school self-evaluation processes.

These may include reports from subject leaders, the termly Head Teacher's report to governors as well as Governor Visits and the annual review of CPD undertaken by our staff.

### **Supporting the role of parents**

We believe that parents have a fundamental role to play in helping children to learn. We support this role by sharing information about their children's learning, curriculum and progress by:

- Providing regular home learning tasks, for example, regular shared reading with all children. In Yr1-6 by setting objectives for their Learning Logs and in Yr 6 an additional SAT based homework.
- Providing weekly feedback in Home/ School diaries in KS1.
- Holding parent consultation evenings, in October and March.
- Sending a curriculum newsletter to each year group, each term, which outlines the topics that the children will be studying.
- Sending annual reports to parents in which we explain the progress made by each child and indicates how the child can improve further.
- Meeting with parents of children with IEP's to review progress and set new objectives
- Meeting or contacting parents upon request in addition to parent consultation meetings and at a mutually convenient time.

We believe that parents have the responsibility to support their children and the school in implementing school policies. See Home-School Agreement.

**This policy is monitored through the outcomes of:**

Lesson Observations inc. AfL, SOW, MAG, Core tracker, IEPs, Performance Management

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**Review Date:**2011

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