



Grange Community Nursery and Primary School

Teaching and Learning Policy

1. Policy Statement:

- 1.1 At Grange Community Primary School we ensure that pupils are provided with high quality learning experiences that lead to a consistently high level of pupil achievement, emotional and spiritual awareness and aesthetic appreciation and that staff have high expectations of all children.
- 1.2 Teaching at Grange Community Primary School is based around the needs of each child and is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.
- 1.3 At Grange we believe children learn best when:
- learning activities are well planned, ensuring progress in the short, medium and long term
 - teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning and the world around them
 - assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
 - the learning environment is ordered, the atmosphere is purposeful and children feel safe
 - there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed
- 1.4 This policy is a means to ensure consistency in approach throughout school for all those involved in the education of our pupils.

2. Introduction

- 2.1 We believe learning is a partnership whereby children learn through their total experience and play an active part as independent learners. This policy guides staff of Grange Community Primary School in how children learn, how teachers teach, how the organisation of the classroom can be managed and what the school as an organisation does to create an effective

and well-managed learning environment, both within our classrooms and making use of the extensive school grounds we have, in which the individual needs of each child can be met.

- 2.2 We aim to have high expectations of self-discipline and a clearly defined code of behaviour, which includes courtesy and good manners, (suitable Behaviour for Learning, as outlined in our Behaviour Policy). We also hold the highest expectations for each child to achieve the highest possible standards of maths and literacy consistent with their ability through a broad and balanced curriculum.
- 2.3 We offer a curriculum, which is broad and balanced and meets the requirements of the Educational Reform Act and the National Curriculum.

This policy relates to all other curricular policies and should be read in conjunction with them.

3. Ethos

- 3.1 We believe that every child is a unique individual and should be encouraged to develop as such. To achieve this, our school aims to create a positive learning ethos so that all pupils reach their full potential.
- 3.2 We will provide a welcoming, stable, secure and caring atmosphere within a stimulating learning environment to create a positive emotional experience for the promotion of high self-esteem throughout the school and for every pupil. This atmosphere will in turn accelerate the process of learning for each pupil and allow them to become confident, self-disciplined and independent.
- 3.3 We encourage pupils to concentrate on being active listeners and learners by reacting positively to other pupils learning and offering a positive comment.
- 3.4 We provide opportunities, which reflect the cultural diversity of our school, community and locality. All children irrespective of background, race, gender and ability will have equal access to the curriculum.

4. Learning Environment

- 4.1 The classroom should provide a purposeful, working atmosphere, where teachers:
 - 4.1.1 Prepare their pupils for learning, so they clearly understand what is expected from them and feel involved in the process, through use of Learning Objectives and Success Criteria; (incorporating the use of WALT and WILF) and through peer and self-assessment.

- 4.1.2 Have high expectations of all pupils' ability, aiming to promote curiosity and stimulate interest, inspiring learners and challenging individuals
- 4.1.3 Develop relationships with their pupils that are based on mutual respect and trust, encouraging learners to take risks, knowing that mistakes can be made without embarrassment and also ensuring appropriate behaviour for learning throughout lessons.
- 4.1.4 Celebrate and value pupils' work by displaying it effectively in school.
- 4.1.5 Ensure the learning environment is ordered, the atmosphere is purposeful and children's have high self-esteem, with all children feeling valued, safe and secure
- 4.1.6 Create an atmosphere of mutual respect between adults and children
- 4.2 We also do what we can to make the best use of our amazing grounds, using every opportunity to learn outside the classroom.

5. Classroom Management

- 5.1 Classrooms should be tidy, organised, inviting and stimulating and 'business-like'.
- 5.2 The classroom must be carefully organised for whole class teaching, group work or individual teaching, allowing flexibility according to the needs of the pupils and the task in hand. Specific 'areas' will be easily identifiable and support the work undertaken.
- 5.3 Resources must be well organised, clearly labelled and accessible to the children;
- 5.4 The children must be aware of classroom rules, routines and procedures, ensuring they know what to do when they have completed an activity, or if they need assistance with their work: Book, Brain, Buddy, Boss! This is also clearly displayed on classroom walls for all to see and refer to.
- 5.5 Children are taught how to behave well and positive strategies are employed for managing children's behaviour that help pupils understand the school's expectations. Such strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy, and these are applied fairly and consistently.
- 5.6 Children are encouraged in their learning and their efforts will be praised both in the classroom and in assemblies any criticism will be constructive and children's self-esteem will always be maintained

6. Effective Teaching and Learning

- 6.1 Teachers should systematically and thoroughly prepare lessons, providing work which is suitable for the age and ability of the pupils; differentiating work appropriately and being sensitive to the needs of each child (such as family background, parental support, or family issues - such as bereavement). Learning activities should enthuse pupils so that pupils will persevere when faced with difficult problems and are keen to succeed and to learn
- 6.2 Lessons should be well-structured (recapitulation, shared outcomes / assessment criteria, teaching, consolidation, plenary); making the most of every minute and deploying teaching assistants effectively (refer to Teaching Assistant Standards) to support the learning undertaken, (targeting specific groups and individuals as appropriate).
- 6.3 Lessons should be interesting, varied and fun, providing opportunities for pupils to undertake new learning, consolidate and practice skills and knowledge and develop understanding. 'Scaffolds' should also be considered as a means of support. There should be a pace of learning that is optimised for progress and high quality outcomes and clear evidence of creative teaching and creative learning. Teaching should avail the construction of skill and knowledge structures, making learning accessible and motivating for children
- 6.4 Pupils should be engaged in purposeful, stimulating and meaningful activities, maximizing opportunities to develop Speaking and Learning, again consolidating understanding and embedding logical thinking strategies. Sessions should be well judged and effective teaching strategies employed to successfully engage pupils in their learning, where a high quality outcome will be in evidence for each unit of learning.
- 6.5 Children use frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning - eg. redrafting writing in collaboration with the teacher and as appropriate independent learning occurs, where children use assessment information to direct their own learning activity
- 6.6 A variety of questioning techniques should be used to maintain and develop pace, probe learners' understanding and to encourage higher order levels of thinking and to extend answers.
- 6.7 ICT should be regularly used and integrated within learning wherever possible to support and enhance learning undertaken.

- 6.8 Assessment opportunities should be planned according to task, (collating summative and informative, and analyzing data collected). In this way the learning activities can be evaluated and information gained can inform future planning.
- 6.9 Feedback provided through marking offers constructive advice and targets for improvement. Children are also encouraged to undertake peer and self-assessment, evaluating their own progress against the specified learning objectives. (Refer also to our Marking Policy).
- 6.10 Homework will be set as appropriate to reinforce the work undertaken in class and with specific learning targets set.
- 6.11 Parents must be provided with useful feedback about their children's learning both informally, when appropriate, and formally, through termly parent, teacher meetings and an annual written report

7. Review

This policy was drawn up after consulting relevant information and documentation. It reflects the consensus of opinion of the whole teaching staff. The implementation and ownership of this policy is the responsibility of *all* staff.

Staff will review it every year, in line with our Policy Review Cycle, unless there are significant changes and therefore a need to review it sooner.

Approved by:

Headteacher

Chair LGB

Date:
