

# Vernon Primary School



## Teaching and Learning Policy



### **Introduction**

At Vernon Primary School, we believe 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 a full contribution to society. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### **Aims of this Policy**

We believe that a rich, creative and varied learning environment allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people preparing them for life in the wider community
- enable children to understand their community and help them feel valued as part of this community;
- enable children to adopt a safe and healthy lifestyle;
- enjoy and achieve;
- help children grow into reliable, independent and positive citizens.

### **Agreed characteristics of teaching and learning**

These characteristics need to be referred to when planning all teaching activities.

*Nobody else is quite like me!*

## **Effective Learning**

### **The Learning environment should:**

- be Self-Servicing, to enable pupils to take increasing responsibility for the organisation and care of learning resources;
- use available space and learning resources to their best advantage;
- have the necessary resources for learning which are effectively stored and accessible;
- have interactive and stimulating displays;
- have displays of every child's work throughout the year to celebrate achievement;
- be governed by an agreed set of rules for all activities;
- foster co-operative and collaborative learning and good working relationships;
- provide regular opportunities for pupils to develop their ideas through independent inquiry including extension/consolidation activities;
- set a standard of quality which provides pupils with high expectations, positive attitudes, role models;
- have the flexibility to adapt to whole class, group and individual learning;
- enable pupils to use ICT effectively as an aid to learning.
- be safe and caring so that children are made to feel secure;
- should reflect the principles of Mind Friendly Learning.

### **Pupils' Learning should:**

- interest and excite the learner.
- offer planned and sequential opportunities to work individually as a member of a co-operative group. It should enable them to play an increasing role in planning and organising their learning;
- involve quality interaction with the teacher;
- enable them to have first hand experience and engage in investigative work rather than be passive recipients of a body of knowledge. It should enable them to communicate their findings in a variety of ways and produce work for a variety of audiences;
- offer practice and application of knowledge/skills/concepts gained. It should involve the sequential acquisition of basic skills; time limits and support in working under pressure of time;
- involve the selection of appropriate materials and tools;
- use modern technology as an aid to learning;
- be planned according to the outcomes of assessment;
- be long-lasting, it contains regular planned re-enforcement;
- be celebrated, encouraged and rewarded;
- develop self-esteem;
- offer opportunities for pupils to learn in different ways which best suit them.

These include:

- Investigation, problem solving, research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- use of laptops and I-Pads;
- visits to places of educational interest;
- creative activities;
- watching appropriate media clips and responding to musical or recorded digital material;
- debates, role-plays, oral presentations and dramatic techniques;
- designing and making things;
- participation 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, what helps them learn and what makes it difficult for them to learn.

## **Effective teaching**

*Nobody else is quite like me!*

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum long-term plans (curriculum maps) to guide our teaching. These set out the aims and objectives of the school and details what is to be taught to each year group.

We base our teaching on our knowledge of the children's attainment. Our prime focus is to develop further the knowledge and skills of the children. Effective teaching offers the challenge to move children on to the next step of their achievement. It must build on prior knowledge. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs and/or disabilities, we give due regard to information and targets contained in the year group's provision map, as well as individual focus plans. We have high expectations of all children, irrespective of ability, race, gender, age or achievement and we believe that their work here at Vernon Primary School is of the highest possible standard.

*(Where references are made to "teachers" in this document, this also encompasses teaching assistants.)*

### **The Teacher should:**

- maintain positive and acceptable behaviour through mutual respect. We make a special effort to establish good working relationships with all children in the class. 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 teachers follow the school policy with regard to behaviour and classroom management. We discuss and agree with children the class code of conduct. We expect all children to follow the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts, and by so doing, we help to build positive attitudes towards school and learning in general. We insist on positive behaviour at all times. When children make inappropriate choices, we follow the guidelines for sanctions as outlined in our school behaviour policy.
- be flexible by using different teaching styles based on the task and the needs of the children;
- be aware of the model of learning he/she present to pupils;
- have good curriculum knowledge and be clear on the skills, concepts and attitudes which are the goals of the learning process;
- engage in well-timed interventions and deploy effective higher-order questioning techniques;
- have clear lesson objectives which are passed on to the pupils; our lessons are planned around these learning objectives. We take these objectives from the National Curriculum 2014. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future;
- be able to assess children's learning within a lesson, adapt to their current learning needs and devise assessment strategies related to agreed school policies, maintaining effective records of their plans and outcomes. All teaching should value and have high expectations of every pupil, systematically engage in focused teaching;
- design challenging and differentiated learning tasks using stimulating resources, both for individual activities and collaborative group work;
- set targets for the children in each academic year. We review the progress of each child during and at the end of the academic year and set revised targets;
- aspire to make time for all pupils;
- value and promote partnership between home and school;
- form positive professional relationships as part of a team;
- ensure that all teaching is carried out with due regard to our Health and Safety Policy and Safeguarding Procedures and Policies. We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform the EVC and then parents to obtain their permission.

### **The Role of Governors**

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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 safeguarding, as well as 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 school teaching and learning policies through the school self-review processes. These include liaison between subject co-ordinators and nominated Governors, the annual Headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

## **The Role of Parents/Carers**

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

- holding parents' evenings to explain our school strategies for teaching English and Maths plus other subjects during whole school curriculum mornings/afternoons.
- sending information to parents/carers at the start of each term in which we outline the topics that the children will be studying during that term at school;
- holding two parents' evenings each year, operating an 'open door' policy and sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents/carers how they can support their children with homework. We suggest, for example, regular shared reading with children, and support for older children with their projects and investigative work;
- ensuring that parents/carers can view their children's work (displays, books, study books, curriculum folders) on a regular basis on the school premises, either during the two parents evenings, the Summer open evening or on a more informal basis when parents/carers wish to discuss their child's work with the teacher via an appointment;
- maintaining an open dialogue, for example using extras books and reading/homework diaries;
- we encourage and invite parents/carers to contribute fully to our school community – parents/carers are always welcomed and valued when supporting the teaching staff.

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

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- support the school homework, clothing and behaviour policies.

Policy date – January 2020

Review Date – January 2023

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