

AMOTHERBY COMMUNITY PRIMARY SCHOOL

Teaching and Learning Policy

At Amotherby CP School we believe in lifelong learning and the idea that both adults and children learn something new everyday. We strive to maintain that learning should be a rewarding, enjoyable experience for everyone.

Through our teaching we equip all children with the skills, knowledge and understanding necessary to be able to make informed choices about important things in their lives, community and world. We strongly believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives and equip them for life in the 21st Century.

Aims and Objectives:

At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through effective teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners
- Foster children's self esteem and help them to build positive relationships with others and follow healthy life- styles
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- Show respect for all cultures, promoting positive attitudes towards other people in their community and the wider world
- Enable children to understand their community and help them feel valued as part of this community
- Help children to grow into reliable, independent and positive citizens

Effective Learning

We aim for all our children to become effective learners for life where the following skills are modelled and developed with them during their time at Amotherby CP School:

- Pupils listen attentively to their teachers and each other
- They know what they are doing and why and they can explain clearly what they are learning
- Pupils settle to tasks quickly and are fully engaged
- Pupils sustain concentration with commitment and enjoyment
- Pupils persevere even when solutions do not come easily
- Pupils respond eagerly to challenges
- Pupils have the confidence to ask questions when they are unsure

- Pupils use resources independently and with confidence
- Pupils have their own ideas and are not frightened to take risks
- Pupils respond well to suggestions for improving their work and evaluate their own learning
- Pupils learn and support each other
- Pupils make good progress in consolidating and extending their understanding
- Pupils make connections between areas of learning
- Pupils use and apply knowledge and skills in new situations
- Pupils think creatively and show initiative
- Pupils make good and very good progress against the lesson objectives
- Pupils respond well to homework
- Pupils are keen to follow up on their learning by independent study without being asked

We recognise that our pupils have different learning styles and ensure that this is reflected in our teaching methods to allow all pupils to learn in ways which best suit them. We acknowledge the different types of intelligence as: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/ group working and interpersonal/reflective. We endeavour to take these forms of intelligence into account when planning teaching to meet the different learning styles of all pupils. We offer opportunities for pupils to learn in different ways. These include:

- Investigation and problem solving
- Researching
- Group work
- Independent work
- Whole-class work
- Enquiring techniques
- Use of modern technologies
- Outdoor learning experiences
- Creative opportunities
- First hand experiences
- Debates, role play and presentations
- Designing and making things
- Participation in athletic or physical activity

We encourage pupils to take responsibility for their own learning, to become involved in reviewing the way they learn and to reflect on how they learn.

Effective Teaching (The role of the Class Teacher and Teaching Assistants)

We believe teaching is most effective when:

- **Teachers have high expectations of pupil, work ,behaviour and capabilities**
- **Teaching makes creative and intellectual demands on pupils to extend their learning**
- **Independent work is challenging but accessible**
- **The teaching skills and subject matter is knowledgeable, stimulating and perceptive. Subject specific vocabulary is used correctly**
- **Clear instructions are given. Teachers explain objectives and pupils understand them**
- **Lessons are well structured. A variety of activities and methods are chosen and are all geared to the particular objective of the lesson**
- **Group work is purposeful, focused and well paced**
- **Questions are challenging and are used to consolidate, extend and verify what pupils know and understand**
- **Imaginative resources are used**
- **Relationships in the classroom provide a confident and positive atmosphere in which achievement flourishes**
- **Routines are established which support independent learning**
- **Pupils are keen to learn**
- **Pupils rise to challenges in creative ways**
- **Pupils work well for extended periods of time**
- **All pupils make very good progress**
- **Pupils receive feedback on their attainment and progress so that they know how they have improved**

When teaching we focus on motivating the children by setting exciting and enjoyable challenges and building on their skills, knowledge and understanding of the curriculum. We plan our lessons with clear learning objectives. We take the Learning Objectives from the National Curriculum to guide our teaching, ensuring progress. These details what is to be taught to each year group. We constantly evaluate all learning opportunities so that we can modify and improve our teaching in the future.

We base our teaching on our prior knowledge of the children from Assessment for Learning so that the teacher can meet the needs of all the pupils. Our prime focus is to develop further the knowledge and skills of the children. we strive to ensure that all tasks set are appropriate to each child's ability.

When planning for pupils with SEND we use information and targets from their IEPs.

We have high expectations of all pupils and we aim to provide work of the highest possible standard. We aim to set challenging opportunities for more able and gifted and talented children.

(See Assessment Policy)

We set academic targets with the children in each academic year and we share these targets with children and parents. We review the progress of each child at the end of each half term to ensure that all children reach these targets by the end of the academic year.

Work is marked against the learning Objective and informs children of their future progress.

(See response to Children's Work Policy)

Every adult in school makes a special effort to establish good working relationships with all children. All children are treated fairly and given equal opportunities. A class code of conduct is set at the beginning of the year. We expect all children to comply with these rules to promote the best learning opportunities for all. Children's efforts are praised and rewarded, in doing so, we help to build a positive attitude towards school, the community and learning. We insist on good behaviour at all times.

(See Behaviour Policy)

We ensure all tasks and activities that the children do are safe. All necessary checks are made and risk assessments adhered to.

Teaching assistants and adult helpers are deployed as effectively as possible. They work with individual children or with small groups to accelerate learning.

The classrooms are attractive learning environments. We aim to ensure that the classroom reflects the areas of learning for the pupils. We believe that a stimulating environment sets the expectations for learning, an exciting classroom environment promotes independent use of resources and high quality work by all children.

Teachers are supported in developing their skills, so that they can continually improve their practice. Performance Management reviews are held annually to review and set targets for all members of staff.

Monitoring and Evaluation of Teaching and Learning

We conduct all our teaching in a positive atmosphere of trust and respect for all. The Head Teacher, Deputy Head Teacher and EDA monitor the standard of teaching and learning on a regular basis. Clear guidance is given to teachers on what is done well and what needs to be improved to ensure pupils make the best possible progress. Observations, team teaching, coaching, work trawls, planning scrutinies and assessments are used to improve teaching and learning.

(See School Monitoring Plans)

The Role of The Head teacher:

- **Ensure full implementation of the Teaching and Learning Policy**
- **Monitor the effectiveness of the Teaching and Learning Policy**
- **Ensure effective outcomes for each pupil regardless of race, gender, ethnicity, ability ,SEND**
- **Provide challenge where children are under achieving and progress is less than expected**
- **Ensure effective resources are in place to implement effective teaching and learning**
- **Ensure that teachers and support staff are trained and confident to provide high calibre teaching to each pupil's individual need**

The Role Of The Governing Body

- **To regularly review and monitor this policy**
- **Ensure the buildings and premises are best used to support successful teaching and learning**
- **Monitor teaching strategies in the light of health and safety regulations**
- **Monitor the effectiveness of teaching and learning in terms of raising pupil attainment**
- **Ensure 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-review processes. These include Governor visits to schools, The head teacher's termly report and discussions with subject leaders.**

The Role Of The Parents

We believe parents have a fundamental role in helping children to learn and request they agree and sign the Home and School Agreement on entry into the school. The school works in partnership with all parents and carers by:

- **Providing 3 Parents/Carers Evenings to discuss their child's progress throughout the year**
- **Fortnightly newsletters**
- **Sending annual reports to parents/carers in the summer term, in which we state the progress made and improvements for further progress**

- **Meetings with parents and carers to explain how they can support their child at home**
- **Hold subject information evenings /days**
- **Provide opportunities to liaise with parent support services and outside agencies**
- **Share learning with parents by having termly class assemblies**
- **Information booklets sent home termly to explain what their child will be learning**

This policy will be reviewed regularly and take in to account new initiatives, changes in the curriculum, developments in technologies and or changes to the physical environment of the school.

September 2014