



Redland Community Primary School. Teaching and Learning Policy



Introduction

Through our school priorities, we endeavour to provide the children with the necessary skills, knowledge and understanding to make informed choices about the important things in their lives. The Teaching and Learning Policy will contribute to, and reflect, the overall school priorities. It encompasses the curriculum to which children at Redland Primary School are entitled. At this school we believe in the concept of skills for life and the idea that people learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and Objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop the skills and abilities identified in our 9 school priorities.

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to do this, including:

- Investigation and problem solving;
- Research and finding out;
- Group work;
- Paired work;
- Independent work;
- Whole class work;
- Asking and answering questions;
- Use of ICT;
- Fieldwork and visits to places of educational interest;
- Creative activities such as dance, music, performing and visual arts
- Debates, role-plays and oral presentations;
- Designing and making items;
- Participation in physical activity etc

We encourage children to take responsibility and be leaders 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

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

We base our teaching on our 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 for children within lessons are of an appropriate level.

When planning work for children with special educational needs we give due regard to information and targets for learning. We have high expectations of all children, and we believe that their work here at Redland School is of the highest possible standard. Assessment for Learning (Afl) takes place throughout the lesson so that the teacher can meet the needs of the pupils.

Adults establish good working relationships with all children in the class. We show the children kindness and respect, treating them fairly and giving them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these 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 ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission after carrying out appropriate risk assessments.

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.

Our classrooms are stimulating learning environments which set the climate for learning. An exciting classroom promotes independent use of resources and high-quality work by the children.

We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

The Role of Governors

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

- 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-review processes. These include verbal reports from subject leaders and the termly Head teacher's report to governors.

The Role of Parents

We believe that parents have a fundamental role in helping children to learn and request that they agree and sign our Home School Agreement. We inform parents about what and how their children are learning by:

- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- Frequent newsletters;
- Sending annual reports to parents in which we explain the progress made by each child and indicate how a child can improve further;

- Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work;
- Inviting parents into school to discuss their children's progress on at least three occasions per year;
- Providing opportunities to liaise with our Parent Support Advisor and/or outside agencies.
- Providing opportunities for parents in the Foundation Stage to contribute towards assessment procedures.

We believe that it is essential that parents support their children and the school in implementing school policies, fulfilling the requirements set out in the home/school agreement.

In order to support the role of parents we arrange meetings with parents of identified children to review progress and set new objectives. We also arrange meetings or contact parents upon request in addition to parent consultation meetings and at a mutually convenient time.

In conclusion

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. This policy needs to be read in conjunction with the following school policies:

- Monitoring & Evaluation
- Assessment & Feedback
- Behaviour

Reviewed January 2016