



REDLAND SCHOOL TEACHING AND LEARNING POLICY

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Redland Primary School Teaching and Learning Policy

Aims and Objectives

At Redland we strive to provide a rich and varied learning experience, enabling all children to be successful learners.

Effective Learning

We acknowledge that children 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
- A mixture of group, paired and independent work
- Effective questioning
- Effective modelling
- 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
- Encouraging children to reflect on the way they learn, becoming more independent learners.

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 and prior learning. We strive to ensure learning is appropriately challenging, in order to further their learning. 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, encouraging children to do their best and achieve well. Assessment for Learning (Afl) takes place throughout the lesson so that the teacher can meet the needs of the pupils.

We understand the importance of building positive working relationships with all children in the class. All children are treated with respect, ensuring they are provided with the support required to access learning, regardless of need or ability level.

Teachers follow the school behaviour policy. Each year, children work with their classes to set and agree a class code of conduct. We expect all children to follow these rules, providing clear expectations, rewards and sanctions.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, parents are informed and an appropriate risk assessment is completed.

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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.

Classrooms are designed to benefit learners. In classrooms, we expect to see a mixture of tools to support learning and celebration of learning through the display of work.

We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. Professional development is encouraged, with the expectation that all teachers share examples of good 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.
- Liaise with teachers and subject leaders regarding the teaching and learning of curriculum subjects.

The Role of Parents

We believe that parents have a fundamental role in helping children to learn. Parents are informed about what and how their children are learning by:

- Termly curriculum maps (outlining the learning for that term) on class pages.
- Weekly newsletters
- 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;
- Meetings to discuss their children's progress
- Providing opportunities to liaise with our Parent Support Advisor and/or outside agencies where appropriate
- Providing opportunities for parents in the Foundation Stage to contribute towards assessment procedures.

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- Having an 'open door' policy for parents to speak to teachers.
- Arranging meetings or contacting parents upon request (in addition to parent consultation meetings) where necessary.

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