



# St. Peter and St. Paul C.E. Primary School, Burgh-le-Marsh

## Teaching and Learning Policy

### Introduction

At St. Peter and St. Paul's Church of England Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We believe that education is a 'means to an end' and has value only in its impact. We maintain that learning should be a rewarding experience for everyone; it should be fun! Through our facilitation of their learning, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that the appropriate teaching and learning experiences help children to lead happy and fulfilled lives.

We acknowledge that 60% of our pupils are boys. We will work towards a 'boy friendly' curriculum, understanding that research has shown these to benefit boys and girls equally. This means that our curriculum will involve greater:

- Practical aspects;
- Fact-based working
- Modelling of thinking and learning
- Talking and doing
- Small group work

This policy is the first step in a five step Learning and Teaching Tool Kit. The sections making up the tool kit are:

1. Policy
2. Explanation of expectations
3. Examples of methodology
4. Continuing Professional Development
5. Annual Review of this policy by staff, pupils and parents

This policy was agreed by the Governors' School Improvement Sub-Committee at their meeting of 19<sup>th</sup> July 2005.

### Aims and Objectives

We believe that people learn best in different ways. In our school we provide a rich and varied learning environment that allows everyone to individually develop their skills and abilities.

We believe in **Working together, Learning together & Succeeding together.**

Through our teaching we aim to:

- Provide a high standard of education
- Provide effective leadership

- Provide high quality teaching and learning
- Widen children's understanding of the cultural and ethnic diversity of Britain.
- Encourage children's Christian and social development.
- To actively seek partnership with parents, church and the wider community.
- Provide best value.

### **Effective Learning Experiences**

Our definition of **LEARNING** is: *an active process where the learner must do the greatest work, facilitated by a teacher who is skilled in the presentation of learning experiences, supportive in the application of that learned and encouraging to the learner as s/he travels their own Learning Path.* By acknowledging that people learn and teach in many different ways we recognise the need to develop strategies to allow children to learn in ways that best suit them. We aim to take into account the different forms of intelligence when planning teaching and learning styles.

Best Learning Experiences happen when:

1. we feel valued;
2. we investigate and solve problems;
3. we research and find out for ourselves;
4. we work as a group;
5. we work in a pair;
6. we work independently;
7. we work with the teacher;
8. we are asked, and answer, questions appropriate to our age, knowledge and ability;
9. we use the computer and library;
10. we take part in fieldwork and visits to places that interest us;
11. we work practically and creatively;
12. we use audio-visual equipment;
13. we take part in debates, role-plays and oral presentations;
14. we are designing and making things;
15. we participate in athletic or physical activity.

We want to encourage children to take responsibility for their own learning and to be involved as far as possible in evaluating 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 Practices**

When teaching, we focus on:

- motivating the children and then facilitating the development of their skills;
- we refer to DfES Initiatives and other sources of good practice to plan and guide our teaching;
- we plan in detail at the beginning of a term, for the whole term, using plans that follow broad themes to link similar learning objectives, experiences and skills;
- this Long-Term Map details what is to be taught to each year group;
- Our knowledge of the children's level of attainment must inform our teaching;
- our prime focus is to support the further development of the knowledge and skills of the children
- 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 we give due regard to information and targets contained in the child's Individual Education Plans (IEPs)
- we strive to raise expectations of all children, so that their work here at St. Peter and St. Paul CE Primary School may be of the highest possible standard;
- we plan our lessons around clear learning objectives and success criteria so children know what they are going to learn and can assess the effectiveness of their learning;
- we establish good working relationships with all children and their parents in the class wherever we can;
- we treat everyone with consideration and respect
- we set and agree with children the class code of conduct;
- we expect everyone to comply with these expectations that we jointly devise to promote the best learning conditions for all
- we praise children for their efforts and build positive attitudes towards school and learning in general;
- all tasks and activities that we do are safe;
- we use learning assistants and other adult helpers as effectively as possible;
- sometimes TAs work with individual children and sometimes they work with small groups;
- we share the learning objective and success criteria with our learning assistants and they receive clear instruction / guidance on the work they undertake;
- TAs assess the learning of the children in their care and liaise closely with the class teacher at all times;
- our classrooms are attractive learning environments;
- we ensure that all children have the opportunity to display their work at some time during the year
- we believe that a stimulating environment sets the climate for learning, and a stimulating classroom promotes independent use of resources and high-quality work by the children.

In our classrooms, and other learning areas, we:

- have equipment available for children to access and choose to use;
- maintain all equipment in good, working condition;
- display work and stimuli in a variety of different ways, including:
  - completed work
  - interactive displays
  - informative displays
  - work in action
  - examples, models and reminders/revision
- display class targets
- regularly change, at least termly, our displays

We all reflect on our practice and plan our professional development needs accordingly. We do all we can to support each other in developing our skills and knowledge, so that we can continually improve our practice.

### **The Role of Governors**

Governors support and monitor the school policies. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best maintained to support successful learning and teaching;
- monitor our work in the light of health and safety regulations;

- monitor how effective teaching and learning strategies are in terms of raising pupil attainment by:
  - receiving regular reports from the headteacher and subject leaders, on the planning and work being undertaken and achievement and attainment of the pupils;
  - receive reports from the headteacher and subject leaders on work scrutiny, lesson observations and pupil interviews and the evaluation of the impact of the strategies being employed;
  - visit school to meet subject leaders to discuss the impact of policies and strategies and discuss future actions;
  - visit school to observe children learning and discuss their learning with them. Finding out how they like to learn and what still needs to be done to support their continued improvement.

### **The Role of Parents**

We believe that parents have a fundamental role to play in helping, and encouraging children to learn. We do all we can to work alongside parents and keep them informed about what and how their children are learning by:

- holding parents' workshops to explain our strategies and receive feedback on their implementation and effectiveness;
- sending information to parents at the start of each term in which we outline the themes that the children will be studying during that term at school;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further than the individual targets in their learning;
- regularly update parents on ways that they can support their children with homework;
- invite parents to Parent Consultation Evenings to discuss their child(ren)'s progress and set future targets.

### **Monitoring and Review**

We will review this policy at least annually to ensure it continually reflects our ways of learning and teaching at St. Peter and St. Paul CE Primary School.