

Worlingham CEVC Primary School  
**TEACHING AND LEARNING POLICY**



*Like a tree firmly planted by streams of living water we will grow  
in knowledge, love, faith and wisdom. Based on Psalm 1:3*

## **Rationale**

We put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience and co-operation. We recognise the importance of making learning irresistible, meaningful and memorable. For this reason we teach through a topic based approach to enable children to make connections and link ideas and areas of learning.

Our Teaching and Learning policy ensures that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. It is at the heart of all we are doing at Worlingham CEVC Primary School, setting out clear expectations, providing a standard uniform approach and ensuring equal opportunities for all our pupils.

## **Purpose**

We believe that pupils learn in different ways. At our school we provide a rich and varied learning environment allowing children to develop their skills and abilities to their full potential.

Through our teaching we:

- ✚ Meet the needs of all learning styles i.e. visual, auditory and kinaesthetic styles.
- ✚ Enable children to become confident, resourceful, enquiring and independent learners;
- ✚ Embrace children's self-esteem and help them build positive relationships with other people:
- ✚ Develop children's self-respect and encourage them to respect the ideas, attitudes, values and feelings of others;
- ✚ Show respect for all cultures and, in so doing, promote positive attitudes towards other people;
- ✚ Enable children to understand their community and help them feel valued as part of this Community;
- ✚ Help children grow into reliable, independent and positive citizens for the 21st century;

Effective learning results in:

- Knowing you have succeeded.
- Feeling you can do more.
- Explaining what you have learned.
- Applying it to other situations.
- Teaching it to someone else.
- Feeling good about yourself.

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 learning requires effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

For **effective teaching** to take place there are a number of strategies that are necessary:

- ✚ Effective prior preparation and planning resulting in a purposeful, well prepared plan.
- ✚ A clear learning objective shared with the children both visually and aurally.
- ✚ A clear link to previous and future learning.
- ✚ A clear outcome to be achieved at the end of the lesson.
- ✚ A review of the learning at the end of the lesson.
- ✚ Appropriate challenge for all children.
- ✚ Teacher modelling through effective use of 'teacher talk' time using appropriate resources.
- ✚ Good questioning.
- ✚ Quality Interaction between teacher and pupil and pupil to pupil.
- ✚ Pace.
- ✚ Enthusiasm.
- ✚ Fun, memorable and irresistible delivery, content and outcomes.
- ✚ Involvement of all the children.
- ✚ Excellent behaviour management.
- ✚ Opportunities for independent learning.
- ✚ Elements of visual, auditory and kinaesthetic learning.
- ✚ Follow up feedback through effective, interactive marking.

## **Our responsibilities**

We ensure that our curriculum is irresistible, memorable and relevant. Through our planning, delivery, creative use of resources and personnel, professional development and training, we make teaching and learning at Worlingham CEVC Primary School good and outstanding.

## **Our approach to effective teaching and learning**

- ✚ Teaching is based on our knowledge of children's attainment and we have high expectations of all children. We take into account ability and any additional educational needs.
- ✚ We set targets for the children and we share these targets with children and their parents. We review the progress of each child termly and review targets. Children have clear targets, for next steps learning through success criteria and marking.
- ✚ Lessons are planned with clear learning objectives and we evaluate all lessons so that we constantly look for opportunities to improve our teaching.
- ✚ Teachers and support staff establish very 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 staff follow the school policy with regard to positive behaviour and classroom management. We praise children for their efforts and help to build positive attitudes towards school and learning in general. We insist on good behaviour at all times. If children make the wrong choice we follow the guidelines for consequences as outlined in our school Positive Behaviour Management Policy. We teach in an atmosphere of trust and respect for all.
- ✚ We ensure that all tasks and activities that the children do are safe and risk assessed.

- ✚ We deploy Teaching Assistants and other adult helpers effectively.
- ✚ All staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We support our staff in developing their skills, so that they can continually improve their practice. Regular monitoring provides feedback and next steps to help us make teaching and learning even better.
- ✚ Staff have responsibility for key areas of learning and support other staff to develop their skills in these areas.
- ✚ We teach phonics daily through Letters and Sounds in Early Years Foundation Stage and Key Stage 1.
- ✚ Children sometimes work in small targeted groups with an adult to enhance their learning.
- ✚ We share learning with parents through parent's evenings, shared events, newsletters and update the school website with news about school activities and learning.
- ✚ Pupil Voice in our school is encouraged and we have an active School Council who are regularly consulted on school choices and decisions.
- ✚ Our topic work is taught through enquiry questions where children are asked to think about interesting questions related to their topic.

## Learning Environment

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Our classrooms and shared areas are attractive learning environments. Each classroom has well ordered clearly labelled resources. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy.

The Learning Environment is:

- ✚ Welcoming.
- ✚ Challenging and stimulating.
- ✚ Peaceful and calm.
- ✚ Happy and organised.
- ✚ Well-resourced and clearly labelled.
- ✚ Provides for equal opportunities.
- ✚ Supports the development of independent learners.

Learning environments are organised or 'zoned' to ensure that the children have the opportunity to learn in different ways, 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, including interactive whiteboards, and tablets.
- ✚ Fieldwork and visits to places of educational interest.
- ✚ Creative activities.
- ✚ Debates, role-plays and oral presentations.
- ✚ Designing and making things.

- ✚ Participation in athletic or physical activity.

All our classrooms have '**Working Walls**' which track the children's learning.

## **Routines, Rights and Responsibilities**

These are:

- ✚ Visually displayed.
- ✚ Agreed by the children and clearly understood.
- ✚ Fair and consistent,
- ✚ Realistic and positive.

## **Achievement**

We celebrate achievement through:

- ✚ Verbal or written praise by Teachers, Peers, Headteacher and Parents.
- ✚ Displays of work.
- ✚ Opportunities to perform or share.
- ✚ Positive comments to parents.
- ✚ Certificates and rewards.

## **The Role of Governors**

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 health and safety regulations.
- ✚ Monitor how effective teaching and learning strategies are in terms of raising pupil achievement and attainment.
- ✚ Ensure that staff development and performance management policies promote good quality teaching
- ✚ Monitor through the Headteacher's reports to Governors.

## **The Role of Parents and Carers**

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

- ✚ Working in partnership through sharing events.
- ✚ Holding parents evenings to share children's progress and to explain our strategies for teaching and learning.
- ✚ Sending out End of Year Reports to parents in which we explain the progress made by each child and indicate how the child can improve further.
- ✚ Explaining to parents how they can support their children with homework at Meet and Greet sessions in the Autumn term.

Parents are responsible for:

- ✚ Ensuring their child has the best attendance record possible.
- ✚ Ensuring that their child is equipped for school with the correct uniform and PE kit.
- ✚ Keeping their child healthy and fit to attend school.
- ✚ Informing the school if there are matters outside of school that are likely to affect their child's performance or behaviour.
- ✚ Promoting a positive attitude towards school and learning in general.
- ✚ Fulfilling the requirements set out in our Home School Agreement.

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