



Policy Title	TEACHING & LEARNING POLICY
Committee responsible	Full Governing Body
Last reviewed	November 2020
Next review due	November 2021
Who is governed by this policy	All staff at the school
Available on website	YES

Signed
(Chair of Governors)

Signed
(Headteacher)

Date

TEACHING & LEARNING POLICY

1. Rationale

We believe that:

1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress.
2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play a useful and positive role in society and make informed choices about their lives both now and in the future.
3. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future.

2. Aims

Warnham CE Primary School aims to provide children with the opportunities to develop towards their full potential; academically, emotionally and socially:

- To nurture independent, responsible, life-long learners equipped with creative thinking skills to enable them to respond to the challenges of the world they live in.
- To enable pupils to become confident individuals with a positive self-esteem, have a thirst for knowledge, and high expectations of themselves.
- To create a positive attitude to learning, by encouraging confident and caring relationships which motivate and inspire them to do their best.
- To support pupils to become confident in making decisions, be able to take risks and persevere to allow them to challenge their learning and maximise their potential.
- To foster an environment of politeness and good manners in which each child is able to communicate and collaborate effectively.
- To celebrate their individuality and that of others, with a respect of all and the world we live in, and an understanding of their place in modern Britain and the World.

The school works towards these aims by:

- Promoting high quality learning, progress and attainment
- Providing a high quality learning environment
- Valuing each other and ourselves
- Working in partnership with parents and the community

3. The learning culture in our school is a culture where:

- Everyone in our school community shows respect, Christian values and supports each other as learners
- We have high expectations – of learning behaviour, progress in learning, presentation and effort
- Children and adults recognise mistakes and errors as learning opportunities
- Children are encouraged to take risks, challenge themselves and try out new ways of learning
- Children are encouraged to become independent learners and make their own choices about their learning and to choose helpful resources
- Adults establish an inclusive approach to teaching and learning and positive working relationships with all children in the class
- All adults model expected learning behaviour
- Effort and personal progress are highly valued and celebrated.

4. Quality First Teaching

At Warnham CE Primary School we believe that good teaching is when staff:

- Form positive relationships with the children.
- Plan lessons / resources effectively which takes children's prior learning and current assessment into account.
- Lessons are inclusive and appropriately differentiated in order to consolidate, build upon and extend learning for all children.
- Insist on high expectations of learning and social behaviours.

- Use a wide range of opportunities, different teaching strategies and teaching styles.
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding.
- Effectively assess and monitor children's progress (see Response Policy).
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding.
- Develop and maintain safe, secure and inspiring classroom and learning environments.
- Develop and sustain good links and focussed communication with parents/carers in order to support children's learning.

At Warnham CE Primary School we recognise the importance of key skills. We wish pupils to acquire skills for life, so that they are able to apply these and have a thirst for knowledge, through enjoyment and by experiencing a wealth of opportunities. We aim to prepare children fully for life in modern Britain through our broad, balanced curriculum and our strong ethos underpinned by Christian values promoting spiritual, moral, social and cultural development.

We have developed a creative, enquiry-based curriculum that successfully offers a wide range of developmental opportunities. This topic-based, creative curriculum enables pupils to be highly inspired and immersed in challenging learning opportunities whilst providing a broad and balanced curriculum that will meet the individual development of all the children in our care. Themed days are held to enrich the experiences for the children, while visits and visitors also enhance the curriculum.

5. Curriculum Planning

Warnham CE Primary School's planning is based on the following requirements:

- The new Primary National Curriculum 2015
- The Early Years Foundation Stage Framework
- Understanding Christianity for Religious Education
- The needs (skills and knowledge) and interests of the children we are teaching.

Long Term Planning

- Our Whole School Topic Overview plots the content covered from Foundation to Year 6 for phase year groups (Reception, Years 1 and 2, Years 3 and 4 and Years 5 and 6). Each topic is curriculum based on the skills and knowledge outlined in the 2015 National Curriculum. EYFS skills are progressive and the content is child led.
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

Medium Term Planning

- This is based on a topic approach using the Programmes of Study given in the National Curriculum.
- Class teachers create a literacy medium term plan at the beginning of each term and adapt the maths 'White Rose' medium term plan, as necessary.
- A termly parent topic leaflet for each class is published at the beginning of each term after the staff have introduced their topic through 'Stunning Starts' (topic launch or 'hook'). These starts are to engage and excite the children immediately in the topic.

Short Term Planning

- Weekly plans for each subject are provided by each class teacher / PPA teacher. These show progressions, learning outcomes, success steps and differentiation / challenge choice, along with an outline of the lesson, where appropriate.
- Planning is subject to peer / action team scrutiny / evaluation.

6. The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- to support the teaching; either through direct delivery or by enabling access for identified children

- supporting a small group within the lesson
- delivering intervention groups under the guidance of the teacher
- carrying out assessments
- preparing resources
- supporting children with EHCPs

7. The Role of Governors

The Governing Body have ultimate responsibility for ensuring high quality teaching and learning throughout the school. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively, in line with the school improvement needs
- ensure that the school building and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor and challenge how effectively teaching and learning strategies are in terms of raising pupil attainment and progress
- ensure that performance management policies and appraisal targets promote good quality teaching
- monitor and challenge the effectiveness of the school's teaching and learning policies through the school self- review processes. These include reports from the Headteacher and teachers as well as reports of Governor visits to the school.

8. The Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- holding regular consultation evenings in which the child's progress, and their next steps learning, are explained and discussed
- sending an annual report to parents explaining the progress made by their child and indicating areas for improvement
- explaining to parents how they can support their children with learning at home (see Homework Policy)
- holding parent workshops to explain the work covered and the strategies and methods taught to the children
- making information available to parents at the start of each term on our website, in which we outline the learning areas and topics that the children will be covering that term
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.