

St Luke's Halsall Primary School



Teaching and Learning Policy

This policy is one in a series which states how teaching & learning will happen in St. Luke's. It is implemented in the spirit of our Mission Statement:

Inspiring Lives, building futures, together with Jesus

AIMS

- We are a learning community where everyone strives to reach their full potential.
- We provide many active opportunities within a stimulating broad curriculum that opens wider horizons and makes learning enjoyable.
- We nurture children's confidence and self-sufficiency in order to equip them for life's challenges; this is a community where people respect each other.
- We recognise the spirit within ourselves and each other; we value and celebrate diversity.
- We empower parents to be active partners; we value their skills and life experience.
- We never lose sight of the fact that school exists for the children and the community.
- We lead by example, secure in the knowledge that each contribution will be well received. Leadership nurtures the vision of the school community.
- We are a caring, professional community where everyone's well-being, health and safety is important.

Policy for Teaching and Learning

Aims

Our aims for teaching and learning are that all children will:

- Be tolerant and understanding with respect for the rights, views and property of others;
- Develop a responsible and independent attitude towards work and towards their role in society;
- Achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness.

This document lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.

What is Teaching and Learning?

Teaching and Learning is the purpose of our school. It is the method through which we offer a curriculum, which is broad and balanced and meets the requirements of the National Curriculum, Religious Education and Collective Worship.

Principles of Teaching and Learning

We see teaching and Learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community.

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- Respecting children as individuals, their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered, stimulating environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviour and work;
- working as a team, supporting and encouraging one another.

Teachers work towards the school's aims by:

- providing a stimulating and motivating learning environment which is also safe;
- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement;
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude;
- ensuring that learning is progressive and continuous;
- being good role models ~ punctual, professional, well-prepared, dressed appropriately and organised;
- maintaining an up-to-date knowledge of the Curriculum;
- having a positive attitude to change and the development of their own expertise;
- establishing links with the local community including industry to prepare pupils for the opportunities, responsibilities and experiences of adult life;
- working collaboratively with a shared philosophy and commonality of practice.

Pupils work toward the school's aims by:

- attending school in good health maintained by adequate diet, exercise and sleep;
- following the school's Code of Conduct;
- Always trying to do their best work;

Parents work toward the school's aims by:

- providing support for the discipline within the school and for the teacher's role;
- being realistic about their children's abilities and offering encouragement and praise;
- participating in discussion concerning their child's progress and attainments;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- giving due importance to homework, hearing reading, and assisting in learning of tables and spellings;
- allowing their children to take increasing responsibility as they progress throughout the school;
- sign the Home-school Agreement.

Strategies for Teaching and Learning

- Our curriculum is organised using the National Curriculum 2014 and EYFS Development Matters
- The predominant mode of working is group work although individual work and class teaching are used where appropriate.
- Groups are usually matched ability sets especially in mathematics and literacy. In some subjects, mixed ability groups are used.
- Relevant discussion is encouraged, although some periods of the day are set aside for silent work (e.g. quiet reading time).
- All teachers teach all subjects to their class.
- Our PE coordinator to support learning in PE (team teaching) and teaching of musical instruments is carried out by peripatetic teachers.
- Classroom teaching assistants help and support both within the class and with small group intervention support.
- Volunteer helpers assist in the classroom, in the Library, in sports activities, on educational visits and in providing other help, such as developing contacts with industry, commerce, local services and places of interest.
- High school pupils and FE students on work experience are accepted into school and certain standards of dress and conduct are expected.
- Commercially available Schemes of Work are used where appropriate to support the teaching of Maths, Literacy, Science, RE.
- Pupils with Special Needs are given extra support. Non-teaching assistants and voluntary helpers provide extra support in the classroom.
- Pupils recognised as Higher Achievers are given appropriate support

Homework is considered to be a valuable element of the teaching and learning process.

- it is expected that all children will read at home and share a book with their parents;
- children will have multiplication tables and spellings to learn at home;
- children who have made insufficient effort during class time may be asked to complete work at home;
- extra homework tasks and booster classes will be given to children in Year 6 to help prepare them for the SATs;
- further practice in basic skills (e.g. handwriting) may be set at the discretion of class teachers.

The emphasis of our teaching and learning policy is on first hand experience and we encourage children increasingly to take control of their own learning. Thus:

- investigative work is common;
- children are encouraged to communicate their findings in a variety of ways;
- opportunities are provided for children to become involved in decision making.

Excellence is celebrated in display and performance:

- each child is given an opportunity to have work of a high standard displayed at some time in the school year;
- sustained effort including drafting and reworking is encouraged to enhance standards;
- pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards and personal achievement;
- the Rewards Assembly each Friday recognises and celebrates achievement in all aspects of every child's life;
- an Awards System operates.

Strategies for Ensuring Progress and Continuity

Planning is a process in which all teachers are involved, wherein:

- the foundation for curricular planning is the Whole School Development Plan, developed through a process of collaborated between staff, and approved by governors;
- ensure full coverage of the National Curriculum;
- schemes of work for individual subjects are developed by co-ordinators (in collaboration with the whole staff);
- Half termly plans for each year group are devised by each class teacher for all subjects and are available to the Headteacher to be monitored;
- Weekly plans are prepared by each teacher.
- Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Subject Leaders have a variety of roles. They:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;

- support colleagues in their development of detailed work plans and implementation of the scheme of work, and in assessment and record keeping activities;
- monitor progress in their subjects and advise the Headteacher on action needed;
- take responsibility for the purchase and organisation of central resources for their subjects;
- are given release time to allow them to support colleagues in the classroom;
- are expected to keep up-to-date through reading and attending relevant courses.

Feedback to pupils about their own progress is achieved through the marking of work. Effective marking:

- aims to help children learn, not find fault, and comments aim to be positive and constructive;

Formative Assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:

- small group discussions perhaps in the context of a practical task;
- short tests in which the teacher gives questions orally and pupils write answers;
- specific assignments for individual pupils;
- individual discussion in which children are encouraged to appraise their own work and progress.

Cross Phase Continuity is ensured by:

- regular liaison meetings between teachers of year 6 pupils and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment results each year.

Strategies for Recording and Reporting

Records of Progress kept for each child are:

- updated annually by class teacher;
- examined by class teachers at the start of each academic year as they prepare for a new class;
- retained throughout the child's time at the school and passed on to secondary school when pupils leave.

Reporting to Parents is done on a termly basis through interviews and annually through a written report. Parents are made aware that:

- parents interviews are held immediately after the school day to ensure that teachers are not too tired to perform effectively;
- they may meet their child's teacher by appointment at any other time, to discuss particular concerns;
- an electronic system is used for the compilation of written reports, which are sent to parents each year in the summer Term.

Formal Summative Assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of PIPs in KS1, KS 2 Optional SATs and teacher assessment and Pivats for children with special needs. This process is moderated by the local authority. On completion of this activity:

- results of individual pupil's assessments are made available to the parents concerned;
- the overall statistical profile (but not individual results) is made available to parents, governors, LEA and national government.

Strategies for the Use of Resources

Classroom resources are the responsibility of classroom teachers who ensure that:

- there is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand;
- all children know where resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- children and teachers act together to establish an attractive, welcoming and well-organised environment engendering respect, care and value for all resources.

Central Resources are generally the responsibility of subject leaders, each of whom has a small budget available. Stationery is ordered by the Deputyhead and stored centrally for all staff.

Time is a resource that we value. To maximise its use:

1. in the Foundation Stage children's time is tightly organised by the teachers;
2. as children progress throughout the school, they are encouraged to take greater control of their own learning, including their use of time;
3. time wasting is reduced by ensuring that tasks are made specific and clearly defined;
4. all children engage in useful activities immediately upon entering the classroom and know what to do between the end of an activity and at the end of a session;
5. The school day, and each period during it, starts promptly.

Information Technology is a major resource, which is used across the whole curriculum (see Computing Policy and individual subject policies for details)

Health and Safety issues are the responsibility of all who work in the school. Two staff nominated as Health and Safety representatives and all problems should be reported to them.

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