

DALE COMMUNITY PRIMARY SCHOOL

TEACHING AND LEARNING

1. Introduction

1.1 At Dale Community Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching 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 appropriate teaching and learning experiences help children to lead happy and rewarding lives.

This policy is supported by the staff teaching and learning policy handbook.

2. Aims and objectives

2.1 We believe that people learn best in different ways. At our school we provide a rich and varied learning experience that allows children to develop their skills and abilities to their full potential.

2.2 Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners
- Foster children's self-esteem and help them build positive relationships with other people
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- Show respect for all cultures and, in so doing, to 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

3. Effective learning

3.1 We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. We take into account the different ways that children learn when planning and teaching in order to ensure all children access a full and varied curriculum.

3.2 We offer opportunities for all children to learn in different ways. These include:

- Investigation and problem solving
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole-class work
- Asking and answering questions
- Use of the computer
- Visits to places of educational interest
- Creative activities
- Watching television and responding to musical or tape-recorded material
- Debates, role-plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity

3.3 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, what helps and what makes it difficult for them.

3.4 In addition to the curriculum knowledge that we deliver we also aim to develop children's learning to learn skills; life long skills that will play a major role in their learning both at school and in later life. These include:

- Group work and team work skills
- Problem-finding and problem-solving skills
- Creative thinking skills and imagination
- Analysis, logic, reasoning and synthesis
- Lateral thinking skills
- Listening skills
- Research skills (including locating and managing)
- Resources, questioning, skimming, scanning
- Comprehension; (summarising, note-making)
- Personal organisation skills
- Presentation skills
- Peer teaching and learning skills
- Evaluation skills
- Personal and collaborative decision-making skills
- Time management skills

- Memory skills
- Leadership skills
- Conflict resolution skills

Within and across these we also aim to improve children's performance in the 4R's. The 4 R's are represented by animals and are on display around the school. They are:

- Reflectiveness (Owl)
- Resilience (Seal)
- Relationships (Meerkat)
- Resourcefulness (Bear)

4 Effective teaching

4.1 When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the National Curriculum and the national year group expectations to plan our curriculum and more children's learning on. In Foundation we use the Curriculum Guidance for the EYFS.

4.2 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children.

When planning work for children with special educational needs we give due regard to information and targets contained in the children's Multi-element Education Plans (MEPs).

We have high expectations of all children and believe that their work here at Dale should be of the highest possible standard.

4.3 We plan our lessons with clear learning intentions.

4.4 We use a cross-curricular approach to planning and use a 'Hook for Learning.' This is intended to motivate and stimulate the children's curiosity for the topic.

Plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

4.5 All staff work hard to establish positive relationships with the children. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management.

We praise children for their efforts and we help to build positive attitudes towards school and learning in general.

4.6 We ensure that all tasks and activities that the children partake in are safe.

4.7 We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.

4.8 Our classrooms are attractive learning environments. We change displays regularly, to ensure that the classroom reflects the topics studied by the children.

We believe that that the processes undertaken by the children are equally as important as the end product and so we create 'working walls' to reflect this. All classrooms have access to range of dictionaries, fiction and non-fiction books.

We believe that a stimulating environment provides the right climate for learning and so will help to promote the independent use of resources and high-quality work by the children.

4.9 All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

4.10 We conduct all our teaching in an atmosphere of trust and respect for all.

5. The role of governors

5.1 Our 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 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 reports from subject leaders and the annual Head Teacher's report to governors as well as a review of the in-service training sessions attended by our staff

6. The role of parents

6.1 We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to explain our school strategies for teaching literacy, numeracy and health education
- Sending information to parents at the start of each term outlining the topics that the children will be studying during that term at school
- Sending regular 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. We suggest, for example, regular shared reading with very young children and support for older children with their projects and investigative work
- Where possible we involve parents in developing learning through workshops, shared learning, displays and homework projects.

6.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Talk about and support their children's learning i.e. through the weekly learning logs
- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct uniform and PE kit
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are any issues that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements set out in the home/school agreement

7 Monitoring and review

7.1 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.

Anthony Adams
Chair of Governors
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