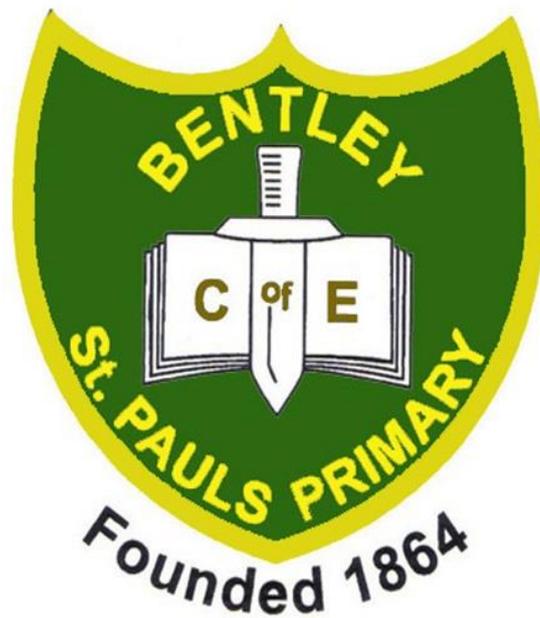


BENTLEY ST PAUL'S C OF E PRIMARY SCHOOL

POLICY FOR TEACHING AND LEARNING



'Growing together in faith, love and trust, we will succeed.'

Date of Policy: September 2017

Date of Review: September 2019

Vision

“Growing together in faith, love and trust, we will succeed.”

Mission Statement

At Bentley St Paul’s, we encourage and support children in achieving their full intellectual, spiritual, physical, social and emotional potential. In a welcoming and caring community founded upon Christian values, we strive to develop happy, confident and independent children, inspiring them to be life-long learners.

Rationale

We aim to 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, fun and memorable. For this reason we teach through a cross curricular topic based approach to enable children to make connections and link ideas and areas of learning.

Aims

Our Teaching and Learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Our Teaching and Learning policy is at the heart of all we are doing at Bentley St Paul’s C of E Primary School. It sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunity for all our pupils.

Purpose

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

- meet the needs of all learning styles i.e. visual, auditory and kinaesthetic styles
- 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 for the 21st century

Our understanding

We acknowledge that people learn in many different ways, and when planning our lessons, we take into account these different forms of intelligence ensuring wherever possible that there is a Visual, Auditory and Kinaesthetic element to each of our lessons.

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 details what is to be taught to each year group. This is currently being developed across both Key Stages following its implementation in September 2012.

For **effective teaching** to take place there are a number of 'ingredients' that we feel are needed:

- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan
- A clear learning objective shared with the children both visually and auditory
- A clear link to previous and future learning
- A clear outcome to be achieved at the end of the lesson
- Clear Success Criteria which is shared with the children
- 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
- Be appropriately and readily resourced
- Good questioning
- Quality Interaction between teacher and pupil and pupil and pupil (Talk partners)
- Pace
- Enthusiasm
- Fun, memorable and irresistible delivery, content and outcome
- 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 will ensure that our curriculum is irresistible, memorable and relevant. Through our planning, delivery, creative use of resources and personnel, professional development and training, we will aim to make teaching and learning at Bentley St Paul's Primary School outstanding.

Our approach to effective teaching and learning

- Our teaching is based on our knowledge of children's previous attainment and we have high expectations of all children. We take into account ability and any additional educational needs.
- We review the progress of each child termly and set targets for children not making appropriate progress.
- Lessons are planned with clear learning objectives and success criteria and we evaluate the impact of these during staff meetings where we are constantly looking for opportunities to improve our teaching.
- Teachers plan using a variety of support materials, our own termly overviews, the National Curriculum, Abacus, Hamilton Trust, Wordsmith, Science Bug.
- Our teachers and support staff make a special effort to 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.
- We encourage the children to have a Growth Mindset
- Differentiated follow up activities are planned and set – where appropriate children are encouraged to select the activity they feel will challenge them (Reach for the Stars)
- All our staff follow the school policy with regard to discipline 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. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.
- We aim to 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 learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.
- All our staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to 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 daily phonics in key stage 1 through Letters and Sounds.
- Children sometimes work in small intervention groups outside the classroom with an adult to boost their learning.
- Children who attend intervention groups have a passport to record their individual progress.
- We share the learning with parents through our weekly newsletters and update the school website and Twitter feed with photographs and news about school activity and learning.
- Pupil Voice in our school is very strong and we have a very active School Parliament who are regularly consulted on school choices and decisions.
- We are specifically working on developing our children's 'Critical Thinking Skills' and always incorporate key questions words into our work to encourage children to ask a variety of questions.

Our 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 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. Each classroom has a Working Wall to support their progress within Maths and Literacy. 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. Books corners are stocked with a variety of books.

We aim for our learning environment to:

- be welcoming
- be challenging and stimulating
- be peaceful and calm
- be happy and organised;
- be well resourced and clearly labelled
- makes learning accessible
- be encouraging and appreciative
- provide for equal opportunities
- provide for a working atmosphere
- support the development of independent learners.

Our learning environments are organised to ensure that the children have the opportunity to learn in different ways. These include:

- investigation and problem solving
- research and finding out

- group work
- paired work
- independent work
- whole-class work
- asking and answering questions
- use of ICT
- fieldwork and 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.

All our classrooms have a designated '**Working Wall**' which tracks the children's learning through a particular Literacy topic. This wall may include the objectives, key vocabulary, photographs, children's quotes and work samples.

Routines and Rewards

Routines and Rewards in the classroom contribute to a healthy learning environment. To be effective they should be:

- visually displayed
- agreed by the children and clearly understood
- fair and consistent
- realistic and positive

Achievement

We take every opportunity to celebrate achievement through:

- verbal or written praise by teachers, peers, Head teacher and parents
- displays of work
- opportunities to perform or share
- positive comments to parents, notes, phone calls
- Certificates and rewards

The Role of Governors

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 Improvement Plan, the headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff and monitoring visits from members of the governing body.

The Role of Parents and Carers

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

- sending home a termly curriculum letters at the start of each term so that children and parents can tell us what they already know and what they would like to find out and how
- holding parents' evenings to share their child's targets with parents and to explain our strategies for teaching key areas of the curriculum
- termly interim reports are sent to parents detailing the children's achievements
- Annual written 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.
- Holding Curriculum evenings biannually to support parents with the methods and curriculum particularly in Literacy and maths.

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

- 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 matters outside of school 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 our Home School Agreement.