

Offley Primary



Academy

TEACHING & LEARNING POLICY

‘Joy in learning, a fun, challenging journey to be the best that we can be’

Teaching and Learning Policy

UNICEF Rights Respecting School Article 29: You have the right to have an education that will help you learn about yourself, other people and their rights.

Rationale

At Offley 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; **it should be fun!** 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.

Aims and objectives

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:

- 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 who are responsible for their own actions.

Effective learning

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 recognise that children may have a preference for either visual, auditory or kinaesthetic (VAK) approaches to learning. We recognise that children should have a voice within their own learning and we involve them in planning and designing learning opportunities accordingly.

We offer opportunities for 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;
- enquiry based projects
- 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.

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. We also encourage a positive approach which allows children to make mistakes, learn from them and move on.

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

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. We strive to ensure that all tasks set are appropriate to each child's level of ability. We set academic targets for the children in each academic year and we share these targets with children and share them with their parents. We review the progress of each child each term through pupil progress meetings and set revised targets, we include any intervention strategies that may be needed for individual or groups of children. Teachers take into consideration any children with Special Education Needs and the targets within their IEP likewise the more able and talented children will be identified and appropriate challenges set.

Focused Learning Challenges are set for each lesson which are assessed and evaluated by the children and the staff to ensure that the next stage of planning takes into consideration each child's knowledge and understanding

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. HLTAs lead whole class groups during PPA time.

We all aim to make our classrooms attractive learning environments. Displays are changed at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best 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 including working walls to scaffold the learning process. 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.

In essence, we do all what we can to support our teachers in developing their skills, so that they can continually improve their practice. All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. In order to support our teachers and enable them to develop their skills, collaborative learning approaches are beginning to evolve.

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

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 self-review processes. These include reports from subject leaders and the termly report to governors by the Headteacher.

The role of parents

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 in the form of a 'Topic Brochure'. In these brochures we outline the topics that the children will be studying during that term at school;

- sending termly reviews to parents along with annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- Using our school website as a communication tool with parents on topics and learning covered in school.
- 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, homework and investigative work.
- Engaging parents in workshops where they are encouraged to work with their children and staff at school.

We believe that parents have the responsibility to support their children and the school in implementing school policies. Through our Home School Agreements we encourage 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 the home/school agreement;
- not take holidays during term time.

Monitoring and review

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.

Review Date: September 2020