



Teaching and Learning Policy

This document should be read in conjunction with our Inclusion Policy

Life and learning are a gift from God. In the Church Valley Schools Federation we aim to celebrate all steps taken on the learning journey. We recognise that some of these will be huge leaps whilst others will be small and tentative steps. We also believe that mistakes or steps backwards are an essential part of the learning journey – in other words, some of our best learning opportunities come from an understanding of where or how we went wrong. We value learning, discovery and creativity. And we seek to encourage one another, and to value one another, as we travel along the learning path.

1 Introduction

- 1.1 In the Church Valley Schools Federation we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day and are co-learners together. We maintain that learning should be a rewarding and enjoyable experience for everyone. We believe that the most effective learning is child-initiated and we endeavour to promote and facilitate this in our daily practice.
- 1.2 We aim to promote a love of learning. So often, knowledge is transient and as a result the ability, determination and motivation to learn and adapt is paramount to life in the twenty-first century. We believe that appropriate teaching and learning experiences help children to lead successful, rewarding and therefore happy lives.

2 Aims and objectives

- 2.1 We believe that people learn best in different ways and that we all have different learning style preferences. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.
- 2.2 We are aware that there are three different preferences for learning: visual (seeing), auditory (hearing) and kinaesthetic (doing). In order to maximise learning, we take into account these different preferences when planning teaching.
- 2.3 Through our teaching we aim to:
- equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives;**
 - 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 other people, whatever their ability, gender, race, religion and cultural background and, in so doing, promote positive attitudes towards others;
enable children to understand their local and wider community and help them feel valued as part of this community;
help children grow into reliable, independent and positive citizens³

3 Effective learning

3.1 We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies eight main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal, intrapersonal and naturalist. We take into account these different forms of intelligence when planning teaching for effective learning.

3.2 We offer opportunities for children 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 the computer;
fieldwork and visits to places of educational interest;
creative activities;
listening and reflecting;
debates, role-plays and oral presentations;
designing and making things;
participation in athletic or physical activity;
participation in musical or drama performances.

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 they learn – what helps them learn and what makes it difficult for them to learn. We do this because we believe that in order to develop into lifelong learners, children need to feel a sense of ownership of their learning potential, as well as have a sound knowledge and understanding of themselves as learners, for example, with regard to their learning preference(s). This ownership helps to maximise their learning potential during the primary phase of education.

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 school curriculum plan to guide our teaching. This details what is to be taught to each year group.

- 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. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Pupil Inclusion Plans (PIPs) and Target Action Plans (TAPs). We have high expectations of all children and we strive to make sure that their work here in Church Valley Schools Federation is of the highest possible standard.
- 4.3 We set targets for the children's End of Key Stage SATs both at the individual and the cohort level, whilst we also set individual targets for the Optional SATs in Years 3, 4 and 5. We discuss individual targets where necessary and communicate these to parents. All individual targets are recorded on each child's Pupil Profile (see over leaf). In addition, we have a system of Curricular Target Setting for Literacy and Numeracy in which we set the area of focus, year group targets and then individual targets. The children themselves record these targets and the teacher and child review them on a regular basis.
- 4.4 We plan our lessons with clear learning objectives/intentions. We take these objectives from the learning objectives within the National Literacy and Numeracy Strategies and the national schemes of work produced by the Qualification and Curriculum Authority (QCA). These in turn reflect the demands of the National Curriculum. Our planning contains 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 We conduct all of our teaching in an atmosphere of trust and respect for all. Each of our teachers makes a special effort to establish good working relationships with all of the children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunities to take part in class activities. All of our teachers follow the school policy with regard to Behaviour and Discipline. We set and agree with children a class code of conduct. We expect the whole school community to comply with the rules that we jointly devise in order to promote the best learning opportunities for all. We praise children for their efforts and by so doing, we help to build positive attitudes towards school and learning in general. We expect good order and behaviour at all times.
- 4.6 We do our very best to ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we inform parents and obtain their permission. We also carry out risk assessments, as appropriate.
- 4.7 We deploy leaning support assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.

- 4.8 We value display highly and work very hard to ensure that our classrooms are attractive and stimulating learning environments. We change displays 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 and that a range of subjects are displayed at any one time. We ensure that displays are celebratory, informative and sometimes interactive. We use photographs to enhance display, to promote a sense of pride in our achievements and to portray learning as enjoyable, sometimes exciting and most of all worthwhile. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to Literacy and Numeracy. We believe that a stimulating environment sets the climate for high expectations, which help to maximise learning potential. An exciting and well-labelled classroom also promotes independent use of resources and high-quality work by the children.
- 4.9 All of 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 and continue to develop as lifelong learners.

5 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 and the effective allocation of resources;
- 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 the monitoring of:
 - annual reports from subject leaders;
 - annual reports from the Headteacher for each of the twelve subject areas;
 - action plans for each of the twelve subjects, as well as for assessment and special educational needs;
 - Headteacher's report to governors.

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 parent consultation evenings during the autumn and spring terms and offering a third consultation in the summer term;

- holding parent information evenings for new parents and Year 6 S.A.T.s on an annual basis and other information evenings as appropriate, such as those that focus on Literacy, Numeracy and residential field trips;
- sending a detailed and comprehensive annual report 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 regard to spelling, times tables and weekly homework tasks.

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:

- 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 enough 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.

6.3 Parents will be asked to be mindful of, and sign and return the Home School Agreement.

7 Monitoring and review

7.1 The teaching and learning policy is in some ways the most important policy in the school. We are aware that we need to review it 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. Because it is such an important policy, we will review it biannually.

Signed:

Signed:

Headteacher

Chair of Governors

_____ (date)

_____ (date)

Reviewed January 2011
Ratified by governors May 2011