



Goring C.E. Primary School Learning and Teaching Policy

Policy reviewed and agreed by the Curriculum Committee on: 17 September 2018

Signed **Chair of Governing Body**

Review Date ...September 2019

Introduction

This school policy reflects the consensus of opinion of the teaching staff and has the full agreement of the Curriculum Committee.

At Goring Church of England Primary School we are committed to the teaching and learning of all our pupils. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices and to prepare them for their future.

Aims and Objectives

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school aims.

We are a Church of England school serving the whole community. We aim:

- To make a contribution to each child's spiritual, social and emotional development.
- To create a caring community where there is respect for all.
- To foster the children's curiosity and desire for life-long learning in a safe, stimulating and challenging environment.
- To encourage children of all abilities, having high expectations of what children can achieve.
- To encourage children to take ownership of their learning.

Effective Learning and Teaching

At Goring Church of England Primary School we believe that pupils learn best by:

- Teachers having good working knowledge of their subjects.
- Ensuring active participation by pupils.
- Pupils feeling settled, relaxed and secure.
- Giving pupils opportunities to be active learners on their own and with others.

- Providing first-hand experience (practical and active learning).
- Giving pupils ownership and enabling them to make choices.
- Ensuring that learning relates to previous learning or other subjects.
- Extending learning opportunities beyond the classroom.
- Making links at home or between other subject areas.
- Making learning relevant to the pupils' stage of development.
- Ensuring that time is given for rehearsing, consolidating, sharing, evaluating and reflecting.
- Making opportunities for pupils to use their individual learning styles during lessons.
- Enabling risk-taking.
- Enabling pupils to be the focus of their own control.
- Ensuring that pupils understand how they are learning and how to become more effective learners.
- Giving pupils an opportunity to learn from each other, learn with each other, and learn on behalf of each other.

At Goring Church of England Primary School we believe the children learn effectively when the teacher:

- Makes learning an enjoyable and meaningful experience.
- Makes pupils aware of how they can improve.
- Supports learning by providing appropriate 'scaffolding' when necessary.
- Uses and passes on own enthusiasms and interests.
- Gives time for thinking and open-ended questions.
- Has high expectations in terms of achievement and behaviour.
- Encourages high standards during lessons.
- Ensures that activities are stimulating, interesting, varied and matches pupils' abilities.
- Uses mistakes and misconceptions as an opportunity to learn.
- Adapts plans to maximise learning.
- Organises the classroom so that pupils can operate independently.
- Takes risks with the curriculum by providing a variety of unusual experiences.
- Provides a broad and balanced curriculum.
- Has a positive relationship with the pupils based on mutual respect.
- Understands how to match teaching and learning to the appropriate stage of pupils' development.
- Listens to pupils in order to build on their current thinking and understanding.
- Acts as a role model for lifelong learning.
- Asks open-ended and challenging questions that extend pupils' current thinking.
- Uses pupils' prior knowledge.

We base our teaching on our knowledge of the pupils' level of attainment. Our prime focus is to develop and further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each pupil's level of ability. When planning work for all pupils, including those with SEND and the most able, we provide mastery activities to broaden and extend learning. We have high expectations of all pupils, and believe that all pupils should be included in the full range of educational opportunities and that their work should be of the highest possible standard. Through our partnership with NACE (National Association for Able Children in Education) we are committed to raising the standard of learning and teaching for *all* children. We plan work that is engaging and challenging for children, and for pupils to be able to access the curriculum at a level which is appropriate to their ability.

All teachers establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school Pupil Discipline Policy.

We believe that teaching assistants play a vital role in the education of children. They are deployed in a variety of ways to support teaching and learning throughout the school. Sometimes they work with individual children, sometimes they work with small groups, and sometimes they work with a large group allowing the class teacher to work with a small group. Teaching assistants are also fully involved in the implementation of pupil profiles.

The Learning Environment

At Goring Church of England Primary School we believe that the purpose of the learning environment is to support pupils' learning. We aim to make the environment:

- Calm
- Aesthetic
- Safe
- Stimulating
- Educational
- Organised
- Healthy
- Purposeful

We aim to ensure the provision of good quality resources, a variety of materials, space for active learning, resources for indoor and outdoor learning, a rich variety of activities, appropriate groupings to maximise learning and active support for the learner. We optimise the learning opportunities within the wider community by involving parents and carers and members of the local wider community.

Target-setting

We believe that target-setting is important to help children with their next steps of learning. In the Foundation Stage children receive verbal and continuous feedback. In Key Stages One and Two, children use 'must, should and could' targets. They also have the success criteria for a particular piece of work in their books which they check and evaluate themselves. Teachers give written and verbal feedback to the children about what they have achieved.

Planning

All teachers use long-, medium- and short-term planning to assist them in their teaching of children. Teachers produce detailed short-term plans and these are used and adapted as appropriate within the class.

Assessment for Learning

At Goring Church of England Primary School, Assessment for Learning is used to enhance the learning and progress of children. The following opportunities are used:

- Observations of children to work out the next steps and opportunities.
- Regular peer and self-assessment
- At the start of a topic, asking the children to show what they know or can do, so that they are moved on to take the next step.
- Giving children open-ended activities.
- Making use of personalised learning – where they are now and where they need to go next.
- Targeting individuals or groups of children during the lesson and afterwards to help with progression in their learning.
- Use of talk partners to encourage reluctant speakers.
- Talk for writing and drama activities.
- Staff training in up-to-date assessment techniques and thinking in their subject areas.

Reviewing and monitoring this policy

This policy will be reviewed annually at the start of each academic year. It is the expectation that all teachers will be part of that process. It will form the basis of the proformas used when observing lessons to ensure that what we say in this policy is what we actually do! It will form part of the induction pack for all new members of teaching staff and teaching assistants.