

Rationale/Philosophy:

This Policy for Teaching and Learning is fundamental to the operation of our school and is reflected in all aspects of daily school life.

The whole school curriculum and the requirements of the National Curriculum 2014 are delivered through both subject specific and integrated approaches in accordance with this policy and as outlined in our school policy statements. These statements provide a framework within each key stage, teams and individual teacher's timetable curriculum delivery and plan lesson content on an annual, termly and weekly basis.

In implementing this policy there is a consistent approach and clarity of expectation, continuity and progression, resulting in improved quality of learning within and across the key stages. Parents are asked to sign a Home - School Agreement when their child joins the school, this lays down our expectations from parents.

Ethos Statement of our Church of England School

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

School Mission Statement:

Developing Confident Learners who thrive within a Christian ethos

School Aims and Values:

At Eynesbury Church of England Primary School, we aim to provide the highest standard of education that develops the full potential and meets the needs of every child within our care.

Christian Values

Christian values are built into the ethos and teaching of the school, whilst the children are also encouraged to appreciate other people's religious perspectives and cultural backgrounds.

The Individual

We believe in building on the positive self-esteem of each individual in order to encourage the very best in terms of effort, commitment, self-reliance and responsibility.

Relationships

We encourage open honest relationships, both within our school, and with families and the wider community.

Learning Environment

Our school fosters a caring, welcoming environment where everybody is valued and respected.

Tasks:

Learning

Ensuring effective learning should remain the key focus for the school at all times. Recognising and valuing effective learning is important.

An effective learner is characterised by:

- Asks questions - inquisitive/curious
- Well Motivated
- Engaged
- Content/Happy/settled
- Organisational Skills - independence
- Is prepared to learn from their mistakes
- Takes risks, confidence
- Sets personal challenges
- Co-operative
- Effective listener/ Effective communicator

Teachers can encourage pupils to become effective learners by:

- Establishing routines/ Class Rules
- Being fair - making things explicit
- Building good relationships
- Providing a safe, secure learning environment
- Creating an environment where it is ok to make mistakes
- Providing pastoral care - listening
- Catering for different learning styles
- Providing practical activities/ investigative and group work opportunities
- Having a positive attitude/ class ethos - Rewards, Praise etc
- Giving pupils responsibilities/ self-esteem
- Setting high expectations
- Sparking the interest of the children

Teaching

Each child has an entitlement to a programme of learning experiences which offers the maximum opportunity for development, is adequately resourced, takes place within an attractive and efficient environment and is presented in a planned, varied and stimulating way.

Effective Teaching is characterised by:

- Clear learning objectives
- Differentiation
- Planning structure - part of an on-going process
- Links with experience - relevant/ real-life learning opportunities
- Recognition of success and achievement
- Good use of resource/ staff / time
- Continual assessment of learning
- Flexibility
- Pace, humour, mutual respect
- Involvement of pupils

- Good use of teacher knowledge/ subject specific vocabulary etc

As teachers:

- We are part of a mutually supportive team, including support staff. The whole school is an effective efficient team.
- We are able to work collaboratively with colleagues, planning and evaluating together to ensure improvement.
- We are part of the decision-making process in the school and contributions are encouraged and valued.
- We are adequately helped and supported through curriculum and key stage leaders, the Headteacher, attendance at INSET sessions, appropriate professional development etc.

Assessment for Learning

Purposeful assessment is recognised as essential part of effective teaching and learning. A programme of teacher assessment is undertaken to support Teacher Assessment judgements on a half-termly and termly basis leading to an secure evidence base for end of year judgements against age-related expectations.

(see Assessment Expectations document)

Learning Environment & Display

The learning environment is organised so that teacher and child have the maximum opportunities for efficient, effective, stimulating and enjoyable teaching and learning.

This includes:

- Carefully planned use of teacher's time for giving instructions, teaching and assessing,
- Planned use of pupils' time including the setting of realistic time limits for the completion of work,
- A working atmosphere, with a manageable level of noise appropriate to the activity,
- Varied use of space and furniture according to the activity,
- Appropriate grouping of pupils,
- Clearly defined routines and procedures which support, facilitate and stimulate learning and teaching,
- Resources which are accessible, relevant, labelled and up to date,
- Displays which inform, support, celebrate and challenge.

Learning Opportunities beyond the Classroom

We offer the children a range of opportunities beyond the classroom. This includes lunchtime and after-school clubs, visits and visitors and residential experiences.

We value these opportunities to enhance the learning of the children and to bring learning alive, through day and extended visits.

Homework

(See Homework policy)

Assessment, Marking, Recording and Reporting

(See the Assessment and Marking Policy)

Roles and Responsibilities:

Monitoring & Review

The Governors have overall responsibility for monitoring this policy. Monitoring is carried out formally on a termly basis by the Headteacher and Senior Management Team through observation of lessons, monitoring of planning, scrutiny of work, pupil interviews etc. Outcomes are summarised and fed back termly to the governors via the Headteacher's report.

Special Educational Needs

(See Special Needs Policy)

Learning Support Assistants

All children benefit from the support of adults within the classroom and it is our policy to make maximum use of adult to support the class teacher.

Learning Support Assistants are valued members of the staff team and are involved with children's learning in a variety of ways, working with individuals or small groups to support the curriculum. On a weekly basis, wherever possible, they are included in the planning and evaluating process.

Resource: see Staff Handbook

Review: annually

Links to other relevant policies:

Equal opportunities/Inclusion
Assessment, Marking Recording and Reporting Policy
Special Needs Policy
I.C.T.
Health and Safety
Subject Policies
Homework
Gifted and Talented
Home School Agreement
Equality including Race Equality

Signed:
(on behalf of P&CC)

Date:.....