

Braunston CE Primary School

Teaching and Learning Policy

Rationale

At Braunston CE Primary School we acknowledge that children learn in different ways, through a variety of experiences, and we therefore recognise the need to develop strategies that allow all our children to learn in ways that best suit them.

Teaching and Learning is central to life at Braunston CE Primary School. The quality of teaching has the greatest impact on our children's learning and the standards that they attain.

At Braunston CE Primary School we acknowledge the importance of developing the whole child in accordance with our core Christian values and taking account of ongoing research in to how people think and learn in what we do. We value the strengths of individual children, teachers and support staff.

Aims

- *Enable children to become confident, resourceful, enquiring and independent learners;*
- *Foster children's self-esteem and help them build positive relationships with other people both peers and adults;*
- *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;*
- *protect children from the risk of radicalization and ensure that appropriate support mechanisms are in place in order to protect children from this risk.*
- *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;*
- *Take a pride in their work and the work of others;*
- *To ensure children have a high level of literacy and maths and an enquiring mind which wants to learn more each day;*
- *To develop independent young people who are confident, flexible and able to cooperate with others;*
- *Imagination and creative expression through a wide range of media*

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- *Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values;*
- *Pride in achievement and a desire to succeed;*
- *Effective links between the school, the child's home and the community which promote aspiration and high expectations;*
- *Equality of opportunity for all;*

Implementation of Policy

At Braunston CE Primary School throughout all these stages we feel good teaching can be characterised by the following:

- *Challenging but achievable expectations, clear explanations and rigorous pace.*
- *Varied and flexible teaching styles are used, dependent on the task and the individual needs of the learner. (Visual-Auditory-Kinaesthetic)*
- *Teachers show secure subject knowledge of the areas they are teaching.*
- *They have an exciting, enthusiastic approach to learning which will help inspire, motivate and engage our children.*
- *Clear focus is given through explicit learning intentions and success criteria, which identify what learners' need to understand and be able to do in order to achieve.*
- *Good use of teaching assistants and resources is made to support the children's learning.*
- *Positive behaviour management strategies are used to motivate and encourage children to respond appropriately and help create a climate for learning.*
- *Opportunities for self-evaluation and reflection are built in throughout the session.*
- *A consistent approach is used, in line with whole school policies and procedures.*
- *Each and every child makes progress in their learning, regardless of ability.*
- *A relaxed yet purposeful learning environment is created.*
- *Learning is linked to children' prior skills, knowledge and understanding.*
- *A range of question types are used e.g. open questions and closed questions. Children are encouraged to generate their own questions.*
- *Information is presented in short chunks, which enable children to maintain their concentration.*
- *There is good interaction and communication between children as well as adults and children.*

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- *Creative ideas are valued and actively encouraged.*

Planning

At Braunston CE Primary School all staff provides an engaging, broad and balanced curriculum which will develop learners' skills, knowledge and concepts, and above all a positive attitude to learning. Across school, planning will be carefully co-ordinated to ensure continuity and progression through both foundation stage and key stages 1 and 2. We use national and local guidance to ensure the quality of the curriculum.

At Braunston CE Primary School **we** plan together wherever possible and ensure that our planning:

- *Delivers the New Primary Curriculum*
- *Is supported by good subject knowledge*
- *Is influenced by the needs of the pupil group, including the awareness of age related expectations, the prior knowledge, experiences, interests and attainment of the class, group and individuals*
- *Is informed by ongoing assessments during lessons and units of work, as well as summative assessment findings*
- *Is influenced by current research on effective teaching and learning*
- *Is evaluated in terms of pupil engagement and pupil outcomes*
- *Is able to maximise on the opportunities provided by cross- curricular links to reinforce skills, try new ideas in a range of contexts and transfer knowledge to different situations*

Curriculum Organisation

At Braunston CE Primary School **we** have adapted our curriculum to offer, where links are effective, using a cross curricular approach. We use the new primary curriculum to guide our teaching. These set out the aims and objectives and detail what is to be taught in each year group. Our medium and short term lesson plans contain detailed information about the teaching activities and tasks to be set, the resources needed, and the type of assessment to be used.

In personalising the curriculum, we aim to find appropriate challenges for pupils and address their particular needs so that they may all have an equal opportunity to succeed.

We aim to cater for the needs and interests of a full range of learners including:

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- *the very able*
- *learners with learning difficulties and disabilities*
- *learners with English as an additional language*
- *girls and boys*
- *looked after children*
- *learners with social, emotional and behavioural difficulties*

Relationships

At Braunston CE Primary School we strongly believe that the relationships between a teacher and learner and between learners themselves have a powerful effect on the amount of learning that takes place. We know that effective learning cannot take place in a climate of fear, mistrust or insecurity.

We therefore ensure that the relationships in our school community support learning because they;

- *Are positive and promote a classroom climate where learners feel supported to take risks and try their best*
- *Ensure that children feel comfortable with making mistakes and learning from them*
- *Support and foster collaborative working and the sharing of ideas*
- *Are warm and welcoming regardless of ability, age, gender, cultural background and race*

The Learning Environment

At Braunston CE Primary School we believe a positive learning environment sets the climate for learning and enables all children to access the curriculum.

An outstanding learning environment should:

- *Be welcoming and inviting to children and adults by encouraging interaction and providing opportunities for good communication between home and school.*
- *It should reflect cultural and racial diversity.*
- *Support and challenge learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning, including ICT. Also, by reminding children that they are working towards personal goals and targets in their learning.*
- *Celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum. It should help raise self-esteem and confidence.*

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- *Be stimulating and thought provoking with the use of interactive displays and resources and different zones within each classroom, which encourage children to explore, investigate and play.*
- *Be warm, comfortable and clean with the provision of suitable, functional furniture and fittings.*
- *Create an environment where children feel they belong and can foster a sense of pride within it.*
- *Be safe and hazard free, both emotionally and physically.*
- *Encourage co-operative and collaborative learning and good working relationships, through the flexible use of space and the ability to adapt to whole class, group and individual learning.*
- *Promote an appropriate atmosphere for learning supported by the school's expectations and Code of Conduct.*
- *Be well organised and uncluttered, using available space to best advantage*
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At Braunston CE Primary School we ensure outstanding teaching and learning by being;

- **Active:** *we structure each lesson to provide opportunities for interactive and exploratory learning activities.*
- **Reflective:** *we use open questions to encourage debate and self assessment at the end of each lesson against the agreed objectives.*
- **Progressive:** *we practise our skills and learn from our mistakes.*
- **Co-operative:** *shared learning, through group and paired activities, is a regular feature of our lessons.*
- **Stimulating:** *we use a range of teaching and learning styles including auditory, kinaesthetic and visual. We challenge children to move on.*
- **Motivating:** *we reward and praise effort and achievement*

Learning

At Braunston CE Primary School we believe that a good learner is someone who;

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- *Asks questions*
- *Enjoys learning and finding out new things*
- *Is engaged in their learning*
- *Joins in and doesn't give up when faced with a challenge*
- *Joins in with discussions and shares ideas*
- *Listens to what others have to say*
- *Cooperates with others*
- *Will attempt tasks independently but knows when to ask for help*
- *Checks they have understood*
- *Can explain their thinking*
- *Tries different way to solve a problem*

At Braunston CE Primary School In the course of learning children develop their skills these include:

- *investigation*
- *experimentation*
- *listening*
- *observation*
- *talking and discussing*
- *co-operating*
- *posing questions*
- *practical exploration and role play*
- *retrieving information*
- *imagining*
- *repetition*
- *problem-solving*
- *making choices and decision-making.*

Learning Styles

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At Braunston CE Primary School we believe that children learn in a variety of ways and have preferred learning styles. Children may be primarily visual learners, auditory learners, kinaesthetic/active learners or a combination of all types. We endeavour to identify children' preferred style or styles to ensure that they have the opportunity to learn in their preferred way as well as developing their ability to learn in other ways.

At Braunston CE Primary School we offer children opportunities to develop their thinking skills across the curriculum. This means providing the children with opportunities to learn in a wide variety of active situations which includes;

- *individual learning*
- *collaborative learning in small groups or pairs*
- *on-to-one learning with an adult, or other pupil*
- *whole class*
- *independent learning*
- *outdoor learning.*

It is also vital that all learning opportunities include information and activities that are presented in a variety of media to meet the needs to all learning styles that may be present in a group or class.

Target Setting and Tracking

At Braunston CE Primary School individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessment and test results.

Strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate.

Data is collected on a regular basis and is shared with the staff and pupils.

Pupil progress meetings are held termly to identify strengths and weaknesses in performance and to identify CPD requirements.

Pupil voice is central to target setting and the review of performance and target setting.

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Parents receive regular updates on their child's progress so that they can provide support and encouragement as appropriate.

Curriculum leaders monitor pupil progress through regular lesson observations, pupil interviews, book and planning scrutiny.

Role of Parents

At Braunston CE Primary School we believe that parents have a fundamental role to play in helping children and learn. We do all we can to inform parents about what and how their children are learning by:

- *Holding regular parent's evenings*
- *Regular reports which explain progress and indicate how their child's learning can be improved further*
- *Start of the year meetings to explain how they can support their children at home and how to give support with homework.*
- *Use of a Home/School Agreement.*

Role of Governors

At Braunston CE Primary School in order to achieve our aims we expect that the governors will:

- *Be well informed about all aspects of school life and visit classrooms regularly;*
- *Challenge and support the school to help ensure the implementation of this policy;*
- *Monitor curriculum policies and the curriculum on a regular basis.*
- *Ensure that the school buildings and premises promote successful teaching and learning*
- *Ensure that high quality staff are appointed*
- *Monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders and the half termly headteacher's report to governors.*
- *Ensure that staff development and performance management policies promote good quality teaching and learning*
- *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*

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half-termly Headteachers report to governors as well as a review of the in-service training sessions attended by our staff.

Assessment for Learning

- At Braunston CE Primary School Teachers and TA"s use a range of strategies for day to day assessment during learning activities and provide feedback on learning objectives.
- Parents/carers are provided with information on children's progress to support awareness of their learning.
- Teachers use a range of formative and summative assessments judge attainment, identify children's progress and inform groupings of child and the school make use of pupil tracking (Please refer to Assessment Policy).

Monitoring

At Braunston CE Primary School the quality of teaching and learning in relation to this policy is regularly monitored.

Effective implementation of this policy should enable the children to become:

- *Successful learners who **enjoy** learning, make progress and **achieve***
- *Confident individuals who are able to live **safe, healthy** and fulfilling lives*
- *Responsible citizens who make a **positive contribution** to society*
- *Able to reflect on their uniqueness as human beings, share their feeling and emotions with others and appreciate the importance of forming and maintaining positive relationships underpinned by Christian values and virtues*

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Equality Duty. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Safeguarding Children

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Braunston CE Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. Enhanced DBS clearance is essential for all posts at our school. All safeguarding procedures and information can be found in Braunston CE School's Child Protection Policy.

Signed:

Chair of Governors

Date:

Review Date:

July 31, 2017