



# TEACHING AND LEARNING POLICY

**2016**

*Rodmarton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. All staff and volunteers are subject to an enhanced DBS check.*

*Please refer to the school's Safeguarding Children Policy for more information.*

*'We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.'*

Agreed by governors: March 2016

Next review: Spring 2018

## **Vision**

As a school community we believe the ethos of the school to be built on a foundation of core British values such as honesty, respect, happiness, responsibility and tolerance. These will at all times be addressed directly through lessons and the collective worship programme but they also permeate the whole curriculum. They are the basis of the social, intellectual, emotional, spiritual and moral development of each child. We encourage pupils to consider these values whilst developing knowledge, skills and attitudes that enable them to become reflective learners and grow into responsible citizens equipped to thrive in modern Britain.

When our pupils leave we want them to be better equipped to:

- Communicate ideas and information
- Exercise judgement and responsibility
- Make rational and informed decisions
- Plan and organise
- Collaborate with others

They will have the qualities of:

- Self-confidence
- Optimism
- High self-esteem
- Commitment to personal excellence
- Confident, creative and productive seekers of new technologies
- Literate, numerate and equipped with the basic skills to fulfill their potential
- Understanding of, and concern, for the care of the natural environment
- Knowledge, skills and attitudes to establish and maintain a healthy lifestyle

This will result in them being active and informed citizens who are ready to take their goals further into their potential life roles as family, community and workforce members.

## **Curriculum Aims**

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- Make rational and informed decisions
- Plan and organise
- Collaborate with others

Our pupils will have:

- Self-confidence
- Optimism
- High self-esteem
- A commitment to personal excellence
- Understanding the need to care for the natural environment
- Knowledge, skills and attitudes to establish and maintain a healthy lifestyle

Our pupils will be:

- Literate, numerate and equipped with the basic skills to fulfil their potential  
Confident, creative and productive seekers of new technologies

## **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.

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.

## **Characteristics of Effective “GOOD” teaching**

Effective learning only comes about from effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school’s long term curriculum plan to guide our teaching. This sets out what is to be taught to each year group.

We base our teaching on our knowledge of the children’s level of attainment. We strive to ensure that all tasks set are appropriate to each child’s level of ability. We aim to ensure all children including those with SEND, EAL or other learning difficulty have full access to the curriculum.

We plan our lessons with clear learning objectives. We take these objectives from the EYFS and the New National Curriculum. Our plans may contain information about the tasks to be set, the resources required 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.

Our teachers establish good working relationships with all children in 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 our teaching staff follow the school policy with regard to discipline and classroom management. We expect all children to comply with the school rules to promote the best learning opportunities for all. We praise children for their efforts and in doing so help to build positive attitudes towards school and learning in general.

We deploy teaching assistants to work with individual children and with small groups. Our teaching assistants also assist in a range of activities decided upon by teachers.

All our teachers reflect on their practice so that they can continually improve.

Teachers plan opportunities for pupils to show aptitudes in all areas through a varied curriculum encompassing a range of teaching and learning styles and challenge them through depth of learning.

Teachers ensure that all pupils are given regular weekly focused teacher time, which will involve using challenging learning objectives and use of higher order thinking skills.

Children are awarded house points/class rewards for good work. Significant achievement is marked by a certificate, which is presented in Celebration Assembly.

### **Monitoring Assessment, Recording and Reporting**

Half termly progress meetings are held between the Head teacher and Class teachers to check pupil progress.

Staff take part in regular moderation of assessments across the school and within the local cluster.

The Head teacher reports to the Governors of the school.

### **Learning Environment**

Learning takes place in an environment which is:

- Challenging and stimulating
- Peaceful and calm
- Happy and organized
- Well-resourced and clearly labeled, targets displayed on walls and in books
- Makes learning accessible
- Encouraging and appreciative
- Welcoming with best displays of children's work
- Provides equal opportunities
- Provides a working atmosphere with working walls in class that change after every unit

Our classrooms and grounds are attractive learning environments. We change displays for each unit, to ensure that the classroom reflects topics studied by the children.

All classrooms have a range of dictionaries, fiction and non-fiction books, as well as displays relating to literacy and numeracy. 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.

Each classroom has well-ordered clearly labeled resources.

### **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. This will be done in consultation with staff and governors.