



**TATSFIELD PRIMARY SCHOOL**

# **TEACHING AND LEARNING POLICY**

**September 2022**

## VISION STATEMENT

Children, staff and parents working actively in partnership to enable all children to realise their full potential

### **We aim to help our children to**

- develop into happy and confident individuals with a secure foundation in learning that will last throughout their lives
- appreciate and understand moral and religious beliefs and develop a respectful attitude for the views of others
- develop enquiring minds, be confident to ask questions and take risks with a desire to achieve
- be independent learners and thinkers who are able to seek solutions creatively and co-operatively
- be caring, resilient and responsible individuals



**Aim High, Achieve More**

### **Introduction**

At Tatsfield Primary School we believe in the concept of lifelong learning and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. We are a Healthy School, we aim to create opportunities to promote social and emotional skills that underpin learning needs and this ethos runs through all our teaching and learning. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed decisions. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We believe that children learn best when they:

- feel valued, secure and confident
- are happy and healthy
- are interested and self-motivated
- achieve success and gain approval
- have the opportunity to access different learning styles
- are given tasks that stretch their ability
- have teachers who understand what they already know and scaffold their new learning
- clearly understand the task and know how to be successful
- are aware of the boundaries of acceptable behaviour
- are challenged and stimulated

## **Aims and Objectives**

- To promote high quality teaching and learning
- To raise standards by ensuring consistency and continuity of teaching and learning
- To ensure all children are included, motivated and engaged by their learning
- To promote high quality learning experiences that focus on the development of understanding

## **Effective Learning**

### **A range of learning styles**

We believe that people learn best in different ways and recognise the need to develop strategies that allow all children to learn in ways that best suit them. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving
- research and discovery
- group work
- paired work
- independent work
- whole-class work
- asking and answering questions
- use of ICT
- fieldwork and visits to places of educational interest
- creative activities
- watching and responding to multimedia presentations
- drama, debates, role-plays and oral presentations
- designing and making things
- participation in assemblies, whole-school events, music evenings, productions etc
- participation in physical activity

### **Talk Partners**

We recognise the value of group talk in extending understanding and developing higher levels of thinking. Talk partners are used extensively throughout the school in lessons.

### **Pupil Self-Evaluation (see Assessment Policy)**

We encourage children to take responsibility for their own learning. The children are encouraged to review and reflect on their own learning so they are aware of what helps them learn, and what makes it difficult for them to learn. We teach children a range of strategies for successful learning and how strategies need to be different for different learning situations.

## Effective Teaching

(See Curriculum Policy, Feedback and Marking Policy and Assessment Policy)

We conduct all our teaching in an atmosphere of trust and respect for all.

We know that people learn in many different ways and respond best to different types of input (visual, auditory and kinaesthetic); we therefore deliver teaching in a variety of ways to address the needs of all the children. We take into account the different forms of intelligence (for example, linguistic, mathematical/logical, visual/spatial, interpersonal, musical, emotional) when planning.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners
- nurture children's self-esteem and help them to build positive relationships with other people
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others and teach them to respect other people's feelings
- show respect for a diverse range of cultures and to promote positive attitudes towards other people
- enable children to understand and feel valued as part of their community
- help children grow into reliable, healthy, independent and positive citizens

When we are teaching, we focus on motivating all the children and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum framework to guide our teaching. This details what is to be taught to each year group and plans for progression.

When we plan lessons we aim to:

- include children's interests, ideas and questions
- connect the learning with previous and future work
- give learners the 'big picture' of the whole lesson
- explain the learning objectives, success criteria and why the lesson is important
- present the information in a range of styles
- allow opportunities for the pupils to build up their own understanding through various activities
- review what has been learnt therefore increase recollection
- provide feedback, celebrating success and reviewing learning strategies
- outline the next step in the learning before moving on

A combination of qualified teachers, Higher Level Teaching Assistants and Teaching Assistants teach pupils during class teacher Planning, Preparation and Assessment (PPA) time.

## **Assessment For Learning** (See Assessment Policy)

Assessment is central to classroom practice. Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons. Assessment exists to enable the teachers to help the child. It ensures more effective learning by providing the evidence for closer matching of tasks to the child's needs; it helps us identify future planning, teaching strategies and support.

We discuss academic and/or social targets for the children in each year group with individuals, groups or classes. We continuously review the progress of each child against these targets.

### Positive Working Relationships

Staff make a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect, recognising that they are all individuals with different needs. Pupils are treated fairly and are given equal opportunities to take part in class activities. Staff follow the school policy with regard to discipline and classroom management. A class code of conduct is agreed with the children in September at the beginning of every academic year and we expect all children to comply with the rules, to promote the best learning opportunities for all. The Headteacher reviews the whole school code of conduct with the pupils at the beginning of each school year. We praise children for their efforts and help to build positive attitudes towards themselves, school and learning in general. Good order and behaviour is expected at all times. If children misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour.

We ensure that all tasks and activities that the children perform are made as safe as possible. When we plan to take children out of school, a strict set of procedures is followed to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place. (see Outdoor and Off-site Educational Visits Policy). Teaching Assistants and other adult helpers are effectively deployed to support teaching and learning in the school.

### The School Learning Environment

We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged, embrace learning, want to succeed and where children are not fearful of making mistakes but learn from them.

We believe that a stimulating environment sets the climate for learning and can support the learning process. Our classrooms are attractive learning environments. Displays are changed regularly so that the classroom and corridors reflect the topics studied by the children and all children have the opportunity to display their work at some time during the year. Displays are also used as learning prompts for the children, with interactive questions and Information. Foundation stage and Year 1 classrooms have role play areas and all classrooms have a range of dictionaries, fiction and non-fiction books, as well as displays relating to English and Mathematics.

Children have access to drinking water and children are reminded to bring in a water bottle to school every day.

### Continuous Professional Development (see CPD Policy)

All our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly with their Team Leader and CPD Co-ordinator. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

## **Special Educational Needs and Disabilities**

Details of special educational needs provision can be found in the Tatsfield Primary School SEND Policy.

Through careful monitoring and continuous assessment, children with any Special Educational Need are quickly identified and supported. An Individual Provision Map (IPM) is written and reviewed termly in consultation with; the SENCo, outside agencies where necessary, parents, support staff and the child.

Teachers provide a differentiated curriculum and opportunities to work in small groups or individually providing a wide variety of multi-sensory experiences. A range of resources are provided to suit the needs of the child.

When planning work for children with Special Educational Needs, we use information and targets contained in the children's Individual Provision Map (IPMs). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual and teachers are familiar with the relevant equal opportunities legislation. We will strive to meet the needs of all our children and to ensure that we meet all statutory requirements related to matters of inclusion.

### **Children Who Are Looked After**

We recognise children who are looked after may need special consideration and staff will take this into account during lessons. Children's Personal Education Plans are taken into account when planning for their learning.

## **The Role of Governors**

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are used optimally to support teaching and learning
- check teaching methods in the light of health and safety regulations
- seek to ensure that our staff development and our appraisal both promote good quality teaching
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include the termly Headteacher's report to governors and a review of the in-service training sessions attended by staff

## **The role of parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform and involve parents in their children's learning;

- parents help in school as reading helpers, on visits and in the classrooms when more adult help is needed e.g. sewing, cooking and other practical sessions

- by holding parents' workshops to explain our school strategies for English, Maths, Sex and Relationship Education etc
- by giving information to parents at the start of each academic year at the Curriculum Evening including outlining the topics that the children will be studying during that year at school
- by discussing the children's progress and academic and/or social targets with parents at parent consultations each term
- by sending parents annual reports in which we explain the progress made by each child and indicate how the child can further improve
- explaining to parents how they can support their children with homework and suggesting, for example, regular shared reading with children and support for children with their projects and investigative work
- parents are welcome to discuss any concerns at a mutually convenient time with staff

We believe that parents have the responsibility to support their children and the school in implementing school policies. Parents should ensure that:

- their child has the best attendance record possible
- their child is equipped for school with the correct uniform, including PE kit and water bottle
- to do their best to keep their child healthy and fit to attend school
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour
- to promote a positive attitude towards school and learning in general
- to fulfil the requirements set out in the home-school agreement

### **Monitoring and review**

We are aware of the need to monitor the school's teaching and learning policy and to review and update it regularly. We can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. This policy is reviewed every year or earlier when necessary.

**Review date: September 2022**

**Next Review date: September 2023**