

Thorney Island Community Primary School - A Learning Community

Teaching and Learning Policy

This policy can not hope to cover every aspect of what we believe and understand about teaching and learning but it should guide practitioners to operate within the vision and values that we hold dear at our school.

At Thorney Island Community Primary School, we believe that through our teaching we should equip everyone with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help pupils and staff to lead happy and rewarding lives and that learning should be an enjoyable experience for all.

Effective Learning

We believe that people learn best in different ways so we aim to provide a rich and varied learning environment that allows everyone to develop their skills and abilities to their full potential. We recognise the need to develop strategies that allow all staff and pupils to learn in ways that best suit them.

We encourage pupils and staff 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.

Effective Teaching

Through our teaching we aim to:

- enable pupils to become confident, resourceful, enquiring and independent learners;
- foster pupil's self-esteem and help them build positive relationships with other people;
- develop pupil's self-respect and encourage pupils 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;
- enable pupils to understand their community and help them feel valued as part of this community;
- help pupils grow into reliable, independent and positive citizens.
- ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning
- provide a broad and balanced inclusive curriculum which provides opportunity for all pupils to acquire content through variation and adaptation.
- promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.
- develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
- promote positive attitudes, good behaviour and moral understanding.
- nurture self-esteem so children are motivated to learn and co-operate.

When teaching we focus on motivating pupils and building on their skills, knowledge and understanding of an increasingly changing world.

We have high expectations of everyone, and we strive for quality in all we do.

To foster learning, it is important that staff establish good working relationships with all pupils and treat pupils with kindness and respect.

Through the use of experiences, be that sensory or first hand and resources we aim to make our teaching as stimulating and exciting as possible.

Our classrooms should be attractive learning environments. 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 pupils.

We base our teaching on our knowledge of the pupil's level of attainment. We strive to ensure that all tasks set are appropriate to each pupil's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Provision Maps and/or Educational Health Care Plan.

We plan our lessons with clear learning objectives/outcomes. We base these objectives on the National Curriculum Programmes of Study and Early Years Foundation Stage Guidance.

We use a cross-curricular approach to planning and where possible use a 'Hook for Learning.' This is intended to motivate and stimulate the children's curiosity for the topic. Plans contain information about the tasks to be set, the resources needed, 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.

We ensure that all tasks and activities that pupils do are safe.

We deploy teaching assistants and other adult helpers as effectively as possible.

The Role of Pupils and Teachers

- to work together to achieve the Schools Mission Statement and Values

The Role of Governors

Our governors determine, support, monitor and review the school policies on 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 best used to support successful teaching and learning;
- monitor approaches to teaching in the light of health and safety regulations;
- monitor how effective teaching and learning strategies including the use of educational visits and visitors are in terms of raising pupil attainment;
- ensure that staff development and appraisal policies promote good quality teaching;
- monitor the effectiveness of the school's policies related to teaching and learning through the school self-review processes. These include the termly headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

The Role of Parents and Carers

We believe that parents and carers have a fundamental role to play in helping their child to learn. We do all we can to inform parents and carers about what and how their child is learning by:

- sending information to parents/carers at the start of each term in which we outline the areas of learning that the children will be studying during that term or half term at school and how they can support them with this;
- sending home two written reports to parents/carers in which we explain the progress and effort made by each child and indicating how their child can improve further;
- explaining to parents/carers how they can support their child with homework.
- holding parents'/carers' evenings to report on how their child is progressing and how they can support their child's learning.

We believe that parents/carers have the responsibility to support their child and the school in implementing school policies. We would like parents/carers to:

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

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, the findings of educational research or changes to the physical environment of the school. Therefore, this policy will be kept under constant review but formally reviewed in 3 years' time.

Our mission statement (Why do we exist?) summaries our key beliefs which are: -

To excite, challenge and support all learners to progress, make a positive contribution and achieve their potential.

Our Values - **Respect - Innovation - Success - Perseverance - Community**

Signed:

Date:

Other Key Policies which relate to this policy are:

Health and Safety Policy; Outdoor Education and Off-site Educational Visits Policy; S.E.N. Policy; Gifted and Talented Policy; Behaviour and Discipline Policy; Code of Conduct; Equality Policy and Assessment Policy