



# Teaching and Learning Policy

To be read in conjunction with subject policies

## 1 Introduction

- 1.1 At **Combe Down Primary School** we believe in the concept of lifelong learning. Learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Appropriate teaching and learning experiences help children to lead happy and rewarding lives.

## 2 Aims

- 2.1 We aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- 2.2 Through our teaching we will:
- enable children to become confident, resourceful, enquiring and independent learners;
  - foster 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, in so doing, promote positive attitudes towards other people;
  - enable children to understand their community, and help them feel valued as part of it;
  - help children grow into reliable, independent and positive citizens.

## 3 Effective learning

- 3.1 People learn in many different ways. We will therefore deliver teaching in different ways to address the needs of all our learners, taking into account the different forms of intelligence (for example, mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching.
- 3.2 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, but where they enjoy learning, and know that they will succeed. We:
- set the challenges at the right level;
  - add variety to lessons, occasionally playing music to accompany learning;
  - provide 'brain breaks' at various points in the lesson to refocus children's attention;
  - always make sure that the children have access to drinking water.

### 3.3 Concerning the structure of a lesson we plan to:

- connect the learning with previous work;
- give learners the 'big picture' of the whole lesson;
- explain the learning objectives, 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, and so increase recollection;
- provide feedback, celebrating success and reviewing learning strategies;
- outline the next step in the learning before moving on.

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

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

### 3.5 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.

## 4 Effective teaching

4.1 We focus on motivating all the children, building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We plan our teaching in 3 stages long term, medium term and short term. This sets out the topic themes along with aims and objectives for specific subjects.

4.2 Teachers make ongoing assessments of each child's progress. They use this information when planning their lessons, taking into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. To do this we:

- strive to ensure that all tasks set are appropriate to each child's level of ability;
- provide learning opportunities that include all children and enable them to make good progress.
- strive hard to meet the needs of those pupils with special educational needs, disabilities, special gifts and talents, and those learning English as an additional language.

For further details of how we achieve this is set out in the relevant policies.

- 4.3 We set academic targets for the children in each year, and we share these targets with children and their parents. We review the progress of each child at the end of the academic year, and set revised targets.
  - 4.4 We plan our lessons with clear learning objectives taken from the Numeracy and Literacy Frameworks and various QCA and LCP schemes of work. Our lesson 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 future teaching.
  - 4.5 Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our behaviour policy.
  - 4.6 We try to ensure that all tasks and activities that the children perform are safe. Our "school visits" policy is strictly followed when we take pupils out of school.
  - 4.7 We deploy teaching assistants and other adult helpers as effectively as possible to work with individual children and small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.
  - 4.8 Our classrooms are attractive learning environments. We change displays at least once a term, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. We use display space to celebrate children's work and as a learning resource to support objectives being covered. All classrooms have a range of dictionaries and fiction and non-fiction books. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.
  - 4.9 All our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. Through our performance management system we do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
  - 4.10 We conduct all our teaching in an atmosphere of trust and respect for all.
- 5 Effective monitoring and assessment
- 5.1 Teachers monitor children's progress by making assessments through observations during lessons and marking completed work. They assess the

progress that children make against the specific learning objectives for each lesson. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. As part of our Assessment for Learning policy children are encouraged to make their own judgements on ways in which their work can be improved. Teachers then use the levels that they record to plan the future work of each child, and to make an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.

- 5.2 The subject leader keeps evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in any given subject in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the QCA and the DCSF.

## **6 The role of governors**

- 6.1 Our governors 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 programme and our performance management promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-evaluation processes, which include reports from subject leaders, the headteacher's reports to governors, and a review of the in-service training sessions attended by staff.

## **7 The role of parents**

- 7.1 Parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for literacy, numeracy and health education;
- sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- sending parents regular reports in which we explain the progress made by each child, and indicate how the child can improve further;
- explaining to parents how they can support their children with homework, encouraging regular shared reading with very young children, and support for older children with projects and investigative work.

- 7.2 Parents have the responsibility to support their children and the school in implementing school policies. We encourage parents 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;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home-school agreement.

## **8 Monitoring and review**

This policy shall be reviewed every two years, or earlier if necessary, to take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school.

**Approved by Curriculum Committee  
2008**

**Date: 24<sup>th</sup> June**