

Friars Primary School

Teaching and Learning Policy

1. INTRODUCTION:

The purpose of this policy is to further improve the quality of teaching and learning at Friars Primary School.

We aim to meet the needs of all our children more effectively at Friars Primary School by offering various approaches to teaching and learning and using resources consistently across the school.

This policy seeks to meet the needs of staff by offering developmental opportunities aimed at the extension of teaching repertoires. We must take account of the **National Curriculum for 2014** that require teachers to adapt their teaching styles, and developments in research into the ways children learn.

Staff at Friars Primary School will take into account, in all the work they undertake, the aims and values as described in the Race Equality Policy and the schools commitment to that policy and its action plan.

Staff will have opportunities for continued professional development aimed at extending their knowledge, skills and understanding.

2. SCHOOL AIMS:

(1) We aim at Friars Primary School:

- to give each child the opportunity to grow and develop.
- to identify the needs of all the children in the school
- to provide a secure, happy, caring, stimulating and well-ordered environment under the supervision of adults
- to provide a *skills based and thematic* curriculum broad enough to cater for the needs of all the children and give every child the scope to succeed **and that meets the statutory requirements of the 2014 National Curriculum**
- to make sure that this broadly based curriculum will provide as much first hand experience as possible
- to foster in our children those positive qualities which will enable them to realise their potential and become integrated members of society, with consideration for others and for the environment
- to foster self-confidence so as to enable children to adapt sufficiently well to new and different situations
- to foster co-operation between the school, home and local community
- to help children develop lively, enquiring, rational minds and to be able to apply themselves to all manner of tasks in order to achieve their full potential
- to help children to understand the world in which they live and to appreciate human achievements and aspirations
- to provide equal opportunities for all children, socially and academically, regardless of gender, ethnic origin or ability
- to encourage understanding, respect and empathy for others
- that within our curriculum at Friars Primary School basic skills are taught and that children will: -
 - (a) learn to use language correctly and effectively as a means of communication
 - (b) acquire an understanding of mathematical concepts, so that children become not only numerate, but are able to apply mathematical ideas to real life situations and problems.
 - (c) learn to write legibly and take pride in their work, to write creatively and factually.
 - (d) learn to appreciate art, music and movement and to use self expression.
 - (e) learn not only our religious truths and moral values, but also tolerance, acceptance and appreciation of other races, cultures and religions.
 - (f) develop awareness and sensitivity to others and to behave in a manner that is socially acceptable.

(2) If we are successful in meeting these aims the children will: -

- have achieved their **academic** potential
- have a strong sense of physical and emotional well-being
- feel safe and secure and have a sense of belonging
- have high self esteem and a strong belief in themselves as learners
- know that they will be challenged and supported
- know that they will succeed.
- have enjoyed being at Friars Primary School.
- **Be ready for the next phase of their education**

3. The LEARNING ENVIRONMENT should be organised so that:

- ◆ it allows safe movement around the classroom
- ◆ the use of space is maximised to create an environment in the school that is welcoming and that communicates the school's high expectations.
- ◆ resources for learning are effectively stored and displayed
 - ◆ available space and materials are used to best advantage
 - ◆ children have access to a wide range of learning materials and resources
 - ◆ children are encouraged to take responsibility for the organisation and care of learning resources
 - ◆ children are able to select materials appropriate to the task in hand
 - ◆ all resources are available and accessible at the start of each session
 - ◆ the classroom environment reflects current curriculum themes in a stimulating, lively and interactive way
 - ◆ the teacher displays the best work of individual pupils
 - ◆ high standards of presentation are in evidence at all times
 - ◆ children who have English as an Additional Language are not disadvantaged. Display labels should reflect the languages spoken in the class
 - ◆ the varying needs of the children and the curriculum are met.
 - ◆ more able children are extended in their learning
 - ◆ children take increasing responsibility for classroom display and care of the learning environment
 - ◆ pupils are enabled to use I.C.T. as an aid to learning across the curriculum.

4. The Teacher should:

- ◆ **Refer and adhere to non negotiable guidelines for teaching and learning as set out in all teachers' professional development portfolios**
- ◆ **Refer and adhere to DfE Teachers' standards (June 2013) as set out in all teachers' professional development portfolios**
- ◆ show clearly defined learning objectives in their planning
- ◆ prepare "process" success criteria and share them with the pupils as a means of enabling each child to meet the learning objective
- ◆ share learning objectives with the pupils at the start of each lesson
- ◆ ensure they have secure subject knowledge or allow for further development of skills in order to encourage high standards of work from the children
- ◆ ensure pupils are motivated to learn
- ◆ present information in a variety of teaching styles
- ◆ use effective questioning techniques to challenge pupil's thinking and assess their knowledge
- ◆ provide information which is relevant and interesting
- ◆ value every pupil irrespective of ability, race, gender, age or attainment
- ◆ demonstrate by example that learning is an ongoing process
- ◆ be clear on the skills, knowledge, concepts and attitudes which are the goals of the learning process
- ◆ be able to give clear, accurate exposition and lucid explanation
- ◆ be effective in the demonstration of key points and ideas

- ◆ be effective in managing the class and time
- ◆ be able to maintain an appropriate pace during lessons / activities
- ◆ design challenging, differentiated learning tasks
- ◆ use a range of grouping strategies
- ◆ establish clear classroom routines and systems
- ◆ set appropriate homework.
- ◆ assess children's learning in order to feedback into their planning
- ◆ *Use data about prior attainment to help set realistic and achievable pupil targets on a regular basis (2009 update)*
- ◆ BE REFLECTIVE

5 THE TEACHING ASSISTANT should:

- ◆ value every pupil irrespective of ability, race gender, age or attainment.
- ◆ demonstrate by example that learning is an ongoing process.
- ◆ be clear on the goals of the learning process.
- ◆ be able to give clear, accurate exposition and lucid explanation.
- ◆ be effective in the demonstration of key points and ideas.
- ◆ be effective and sensitive in using questioning techniques.
- ◆ contribute to planning challenging differentiated learning tasks.
- ◆ uphold clear classrooms routines and systems.
- ◆ monitor the effectiveness of the planned activities and feedback to the teacher.

6. To involve all children in the lesson teachers should use a variety of activities and learning methods that include:

- ◆ specific objectives and clear instructions
- ◆ the use of a working wall which is placed around or near the IWB. It should contain work in progress, useful vocabulary and other specific information relating to the core subjects
- ◆ reinforce messages by writing on a board
- ◆ teach pupils to use learning resources independently
- ◆ go through details step by step
- ◆ start learning sessions with a story or anecdote related to the material
- ◆ allow chances for learning by discovery
- ◆ give opportunities for small group work
- ◆ use tactile resources, role play, diagrams and pictures
- ◆ use concept maps and other types of diagrams
- ◆ cater for visual, auditory and kinaesthetic learners
- ◆ combine words or numbers with music, rhyme or rhythm
- ◆ encourage imagination and visualisation
- ◆ use music when presenting or reviewing information.
- ◆ opportunities for AfL e.g. self assessment

7. Review and Preview

(1) Learners will benefit from the whole lesson being outlined at the beginning.

(2) Learning is most effective when:

- ◆ pupils are able to connect new learning with previous knowledge and understanding
- ◆ lessons are introduced by reviewing what has been learned
- ◆ teachers explain how new material builds on previous learning
- ◆ reviewing regularly to embed learning

(3) It is important to preview the next lesson during the last few minutes of a session. This increases the speed at which new concepts are learnt.

(4) We will encourage pupils to:

- ◆ engage in self and peer evaluation
- ◆ recognise and celebrate reaching goals and targets
- ◆ share effective learning strategies with each other
- ◆ make choices and play an increasing role in planning and organising their learning
- ◆ manage their own time and meet the challenge of completing assignments
- ◆ establish positive attitudes towards their learning
- ◆ work well in pairs and groups and adapt to different talk partners

(5) We will encourage pupils to show what they know by:

- ◆ explaining a concept to a peer or adult
- ◆ providing opportunities for assessment through different intelligences (audio, visual, etc)
- ◆ raising self-esteem for children with strengths in other areas than the linguistic or logical mathematical intelligences
- ◆ promoting a sense of well being and confidence in the pupil.
- ◆ enabling them to confidently apply knowledge and concepts to new learning situations.
- ◆ enabling them to share their learning experiences with a variety of audiences and in a variety of ways.
- ◆ encouraging pupils to use self assessment in individual and group learning situations.
- ◆ allowing pupils to find various means to express themselves.
- ◆ the pupils selecting learning materials and tools appropriate to the work at hand.
- ◆ using information technology as an aid to learning across the curriculum.

8. SPECIAL EDUCATIONAL NEEDS

- ◆ The learning environment should be organised so that the needs of all pupils are met.
- ◆ The best work of all children should be displayed in the classroom and around the school.
- ◆ Teachers must ensure that work is differentiated according to need and refer to Individual Education Plans when planning.
- ◆ Teachers liaise with learning support staff to ensure effective use of time.
- ◆ Teachers should take account of the needs of the most able pupils when planning.

9. EQUAL OPPORTUNITIES

- ◆ Teachers should show sensitivity to the needs of all children regardless of gender, ethnic origin or physical need.
- ◆ All children should have equal access to the curriculum.
- ◆ The self-esteem and self-confidence of all children should be positively developed through praise and reward systems.

10. MONITORING, REVIEW AND EVALUATION

- i. Monitoring is an integral part of raising standards of teaching and learning. All teachers and teaching assistants are regularly observed by school leaders and given high quality developmental feedback which is in itself reviewed regularly. In addition pupil achievement data is regularly scrutinised to inform teachers' areas for development and the focus of strategically planned intervention groups. Teachers are held to account over pupil achievement in regular pupil progress meetings. Also children's books are regularly scrutinised by school leaders to ensure adherence to policy and expectations and to offer support and guidance on how to make improvements.
- ii. The Headteacher will monitor the implementation of this policy and will report to Governors.
- iii. Subject co-ordinators will liaise with teachers about curriculum policy and schemes of work and will provide guidance and support as necessary regarding subject knowledge and resources.

- iv. The Teaching and Learning focus for whole school monitoring at Friars will be agreed and communicated to all staff.
- v. The Teaching and Learning Policy will be reviewed annually beginning in the **Summer term 2015**.
- vi. Staff undertaking the monitoring role will use an agreed procedure for observation feedback.
- vii. Any amendments will be presented to the Curriculum Sub Committee and Governing Body of Friars Primary School.

See also:

- [Marking and Feedback Policy](#)
- [Curriculum statement 2014](#)
- [Non negotiable guidelines for teaching and learning](#)
- [DfE Teachers' Standards](#)
- [National Curriculum 2014](#)

Teaching and Learning Policy Summer term 2014