

LEARNING & TEACHING POLICY

Approved by S&C Committee Chair: June 2013
Review Date: June 2016



This policy aims to ensure that the children at our school are provided with high quality learning experiences, both indoors and outdoors, that lead to a consistently high level of pupil achievement. Children learn through their total experience. Learning takes place both in and out of school and attention is given to planning appropriate activities and provision for extended learning opportunities whenever possible. This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

School policies are set out in the school policy file. It is the duty of each teacher to be familiar with school policies and to apply them. This policy should be read in conjunction with all other school policies, particular;

- Literacy Policy
- Numeracy Policy
- Marking Policy
- Curriculum Policy
- Assessment Policy

CORE PRINCIPLES OF LEARNING

We believe that learning is most effective when:

- We are safe, happy and have our basic physical needs met
- We are treated with respect and feel secure/valued
- We celebrate our achievements and praise each other
- All aspects of our development are seen to be of equal worth
- We are in a stimulating and appropriately challenging environment
- We have a broad range of learning experiences that appeal to a wide range of learning preferences
- We are supported to become independent thinkers and learners
- We learn about things that are relevant to us and we are interested in
- We learn for as real purpose
- We have opportunities to discover and explore new experiences
- We ask questions and are asked questions to deepen our understanding
- We are shown how to do something and understand what high quality learning looks like
- We understand what we need to get better at and how to get there
- Learning is facilitated by individuals who have a passion to be lifelong learners themselves
- We are given time to stop and reflect
- Our school is well ordered and resourced

TEACHING

Teachers value all pupils irrespective of their ability, race, gender, age or achievement.

Teachers will:

- Promote effective and positive interaction with pupils
- Promote high expectations
- Plan lessons which have clear objectives which are communicated effectively to pupils
- Use a range of teaching styles
- Use a range of questioning (see appendix)
- Recognise and manage effectively the support of other adults in the classroom
- Use well-timed interventions to help the pupils make good progress
- Provide feedback to pupils about their progress in both written and oral forms
- Encourage the use of peer discussion to move learning forward
- Ensure that assessment strategies are implemented and records relating to agreed criteria and agreed areas of learning are kept

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- Recognise the importance of health and safety
- Acknowledge and make the best use of the contribution of parents, the community and work carried out at home

LEARNING

Children will have the opportunity to:

- Work individually, in groups and as a class
- Make decisions
- Work co-operatively
- Solve problems
- Be creative
- Discuss their ideas
- Develop social skills
- Develop independence
- Use initiative
- Receive support
- Achieve academically

The Whole School Learning Environment will be:

- Challenging and stimulating
- Peaceful and calm
- Happy and caring
- Organised
- Well resourced
- Indoor and outdoors

The Classroom Learning Environment will include where appropriate:

- Number lines
- Key words and curriculum vocabulary
- Bi-Lingual words are displayed where appropriate
- Questions to support enquiry and investigation
- Resources are well organised, clearly labelled and easily accessible
- Visual timetables are clearly displayed and up to date
- Children have access to multimedia tools including digital camera, smart board projector, CD player

Children should be encouraged to develop organisational skills and independence through:

- Appropriate tasks
- Confidence building
- Example
- Co-operation
- Provision of suitable opportunities
- Responsibilities

Displays in the school should be used to:

- Create an attractive and stimulating environment
- Include work on different aspects of the curriculum
- Reflect an individual child's efforts as well as ability

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- Sometimes be interactive
- Celebrate the achievements of all learners

ROUTINES AND RULES

Routines and rules in the classroom and outdoors contribute to a healthy learning environment. To be effective and keep children safe they should be:

- Clearly understood
- Fair and consistent
- Realistic and positive

ACHIEVEMENT

Social, physical, creative and academic achievements are celebrated in many ways as an on-going process in all aspects of school life by:

- Verbal or written praise by teachers, peers, Headteacher and parents
- Displays of work
- Opportunities to perform or share
- Encouraging self-esteem
- The awarding of stickers
- The awarding of house points
- Celebrating achievements in weekly Celebration Worship

PLANNING

Teachers are expected to produce long, medium and weekly plans. Copies of long-term plans are held by the headteacher and weekly plans in Numeracy and Literacy are asked for, when required for sampling by subject leaders or Head Teacher.

Pupils receive a daily Maths and Literacy session, weekly science and R.E. and a broad foundation curriculum which is sometimes blocked for timetabling reasons.

Literacy and Numeracy are planned using the appropriate strategy documents.

Foundation subjects are planned using suggestions from QCA schemes of work or New 2014 National Curriculum and a variety of other sources.

Religious Education is planned using the Wiltshire Agreed Syllabus and supplemented by resources suggested by the Salisbury Diocese.

Planning will include the use of a range of questions to encourage pupils to think more deeply and to share their thoughts and ideas with others. Teaching ensures that pupils are given access to a range of questions.

CURRICULUM LEADERS

Co-ordination of curriculum subjects is divided between the staff. As a small school, this means that each member of staff may have several responsibilities in relation to co-ordination.

Leaders will be responsible for:

- Maintenance and overview of their subject's resources
- Attending relevant courses, conferences and disseminating information to staff

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- Monitoring teaching and pupil progress in line with the monitoring timetable in their subject and subsequently preparing reports for the Headteacher and governors
- Preparing and evaluating actions plans for their area in line with the school development plan

EQUAL OPPORTUNITIES

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Groups, lines and all activities should be mixed gender when appropriate. Particular care should be taken in the areas of Science, Mathematics, Technology and Physical activities. Teachers must ensure that the same children do not dominate in group work especially when using the computer.

ORGANISATION

All classrooms should have the following:-

Tables arranged for:

- Ease of working
- Flexibility
- Purposeful discussion
- Provision of quiet corners
- Large working surfaces

Chairs should normally:

- Be sufficient in number for the activities in the classroom
- Leave enough room for children to move easily around the room

Storage/display areas arranged to:

- Support different areas of the curriculum
- Support a project or activity
- Give character to a room
- House children's personal belongings.

The Library area should be:

- Accessible to pupils
- Attractive, comfortable and inviting
- Furnished to enable quiet reading and study
- Carpeted
- Provide activities for pupils to become active readers

The Home Corner in key stage one should provide:

A safe learning environment where young children can creative play within a variety of settings, e.g. home, office, shop, café, museum etc. It should be:

- Adaptable
- Imaginative
- Attractive and inviting

It should have:

- Furniture which can be adapted for a variety of uses
- Facilities for writing

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- A clear notice of its current use.

It is very important that this area be kept tidy after each activity.

Learning Outside of the Classroom:

When learning takes place outside of the classroom (this includes play time, PE, work in the school grounds and trips out of school) we ask that parents provide appropriate outdoor clothing for their child. We will continue with planned activities even if it is raining. The decision to cancel an activity will be taken if the safety of the children is in danger. For this reason we ask that:-

- waterproof coats are brought to school daily
- wellington boots are worn or brought in on rainy days (PE shoes can be worn inside the school building)
- Joggers, sweatshirts and even a woolly hat are provided for winter PE

RESOURCES

Materials in all areas should be well organised, of good quality, clean, tidy, attractive, accessible and well-labelled. Stocks should be checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Relevant textbooks should be available in each classroom.

The effective implementation of National Curriculum subjects calls for a wide range of equipment to be used. These do not necessarily have to be stored in the classroom. The school library and classrooms have a selection of books covering all curriculum subjects. Additional books are loaned from the Wiltshire Library Service.

Maths, Science and DT equipment is available and teachers should check that the resources are appropriate for their groups and those consumable resources are renewed regularly. Teachers should also be aware of the safety aspects of all technology equipment in line with the Health and Safety Policy.

The laptop trolley should be well cared for by all pupils and should accelerate the learning across the whole curriculum

Budget allocations:

Curriculum areas are allocated money according to the needs identified in the School Development Plan and the accompanying School Budget Plan. The Headteacher, Finance Officer and staff will discuss resource needs each term. Requests for all equipment should be made to the Headteacher.

CARING FOR THE LEARNING ENVIRONMENT

Cleaning is carried out by an appointed school cleaner. Nevertheless everyone should be encouraged to take responsibility for their environment both within and around the school. Everywhere should be kept tidy and litter free at all times. The school should be checked daily and any lost property should be placed in the lost property box. Nothing should be left on the cloakroom floor, all equipment must be returned to its appropriate place and all kit bags hung on pegs.