



GLENBROOK

PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

Introduction

This policy outlines the organisation and management of teaching and learning at Glenbrook Primary School. We believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. 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. We believe that appropriate learning experiences and relevant teaching help children to lead happy and rewarding lives.

Aims and Objectives

This teaching and learning policy is intended to promote consistency, high standards and the achievement of the school aims. At Glenbrook Primary School we acknowledge people learn in many different ways.

We aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to achieve their full potential. In doing so we aim to provide a caring, supportive and stimulating environment with high quality teaching through which we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people both peers and adults;
- develop children's self-respect and encourage children to respect the ideas, attitudes values and feelings of others;
- show respect for all 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 this community;

- help children grow into reliable, independent and positive citizens;
- take a pride in their work and the work of others;
- develop effective links between the school, the child's home and the community which promote aspiration and high expectations;
- foster a love of learning and thirst for knowledge.

Implementation of the policy

Effective learning

We recognise the need to develop strategies that allow all children to learn in ways that suit them best. We take into account these different forms of intelligence when planning teaching and learning styles.

Our school vision and aims reflect our desire for pupils to reach their full potential in all areas of learning. At Glenbrook Primary School we aim for our children to:

- to be happy enquiring learners with a desire and confidence to make decisions for themselves;
- recognise and value the diversity and richness of our school community and the wider global community;
- to have the confidence to express themselves with creativity and imagination;
- to enjoy attending our school, celebrate their successes and feel proud of their achievements.

We therefore offer opportunities for children to learn in different ways which are reflected in our school vision and aims. These include:

- investigation and problem solving;
- research and finding out;
- group, paired, independent & whole-class activities;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching media and responding to musical performances;
- designing and making things;
- participation in athletic or physical activity;
- after school clubs;
- guest visitors and performers.
- and allowing them to access relevant resources.

Effective Teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching, through a cross-curricular thematic approach. This sets out the aims, objectives and values of the school and details what is to be taught to each year group. See appendix one for our guiding principles.

The teaching and learning policy has been formulated to provide a basis for staff to evaluate the quality of learning and teaching in their classroom and across the school.

Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child'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 provision map. Teachers modify learning and teaching as appropriate for children with disabilities.

We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. 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.

Teachers keep ongoing records in core subjects to plan for future teaching to ensure that each child is working at the correct level. This helps us to monitor the children's progress throughout the year.

We plan our lessons with clear learning objectives and success criteria that are shared with the children. We take these objectives from the new National Curriculum.

Each of our teachers makes a special effort to establish good working relationships with all children in the class and school. We treat the children with kindness and respect. 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 behaviour and classroom management. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and by so doing, we 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 school behaviour policy.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures 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.

We deploy Teaching Assistants as effectively as possible. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of children's work.

We strive to make sure our classrooms are attractive learning environments. We change displays termly, to ensure 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. All children have access to a range of fiction and non-fiction books in school, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources, scaffolds ideas to support learning and displays high quality work by the children.

We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked with the OFSTED criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across school.

When evaluating teaching and learning in school, we have agreed to consider:

- classroom observation/environment monitoring;
- work scrutiny;
- sharing pupils' work with colleagues, agreement trialling and celebrating successes;
- displaying work throughout school and discussing quality;
- internal moderation of pupils' work;
- discussion with pupils.

Target Setting

Curricular targets are set in Literacy and Numeracy for individuals and groups of children. Strengths and areas for development are recognised from reading, writing and maths assessment and form

the basis of new targets. These are reviewed and updated half termly.

Race, Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment, in order to allow them to achieve their full potential.

Monitoring and review

The role of the Head Teacher

The Headteacher has overall responsibility for the policy and its implementation; for liaison with the Governing Body, parents/carers and appropriate outside agencies and for the appointment of the Curriculum Co-ordinator who will have responsibility for the handling of the daily implementation of the policy.

Policy implementation will include:

- supporting the use of appropriate teaching strategies by allocating resources effectively;
- ensuring that the school buildings and premises are best used to support successful teaching and learning;
- monitoring how effective teaching and learning strategies are in terms of raising pupil attainment and accelerating progress;
- ensuring that staff development and appraisal policies promote good quality teaching.

The role of the Governing Body

The Strategic Development Committee monitors this policy and its impact as part of a 3 year cycle. The committee reports its findings and recommendations to the Full Governing Body, as necessary, if the policy needs modification.

The Governing Body gives consideration to any comments from parents about the Teaching and Learning policy, making a record of such comments. A Curriculum governor may make visits to the school to monitor development of teaching and learning within school and participate in a lesson. This is in line with our governor visits timetable.

In particular they:

- Monitor teaching strategies in the light of health and safety regulations
- Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the head teacher's reports to governors and the work of the curriculum and school improvement committees.

The role of Parents/Guardians

We believe that 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 discuss children's progress.
- sending termly reports to parents in which we explain the progress made, as well as judgements about a child's effort.
- sending an annual report to parents in which we explain the progress made during the year and indicates how the child can be improved further.
- explaining to parents how they can support their children with learning, through holding information events.
- holding coffee mornings to explain relevant developments in their child's education.

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

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school for partaking in activities;
- 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, as outlined in the Partnership Book.

Monitoring and Evaluation

Staff development needs will be identified in line with this policy, Performance Management and continued Professional Development Policies. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation;
- sampling pupil's work;
- sharing pupil's work throughout school and discussing quality;
- internal/external moderation of pupils' work;
- discussion with pupils.

Policy prepared by: Victoria Cairns

Date prepared: 02.09.16

Date ratified by the Full Governing Body: 28th November 2016

Signed: (Chair of the FGB Committee)
Mrs P Shaw



28/11/16

Signed: (Head Teacher)
Mrs S Eyre



28.11.16

Review date: 02.09.19

Appendix One

Guiding principles

In every classroom at Glenbrook Primary School:

1. Teachers are knowledgeable and enthusiastic.
2. Teachers use a range of well developed teaching skills and approaches, including the skills of:
 - explaining logically and clearly
 - proceeding in small steps but at a fast pace
 - using a wide variety of types of questions targeting both boys and girls
 - providing opportunities for practise
 - giving feedback which encourages and corrects
 - setting targets which challenge and motivate
 - drawing together what has been learned
 - Creating opportunities for fun
3. Teachers plan learning activities that are appropriate to the children's knowledge, skills and abilities. They show flexibility in modifying activities in the light of circumstances.
4. Teachers have a good knowledge of children's abilities and prior learning. The results of assessments, including marking, are used to help plan lessons.
5. Teachers explain their objectives and success criteria to children. They evaluate progress made towards achieving learning objectives. They allow time for review sessions to consolidate learning.
6. Teachers ensure that the pace of lessons promotes the maximum amount of learning. There should be an appropriate variety of pace, but the proportion of time "on task" should be very high.
7. Teachers have high expectations about the standards that every child should reach, setting them stretching but achievable activities.
8. Teachers create an ordered atmosphere where children behave responsibly and can develop independence. They make their expectations of behaviour very clear, praise good behaviour and take firm measures when standards slip.
9. Teachers show patience when children are stuck and show enthusiasm when working with individuals and groups. They display a sense of humour and are caring, kind, sympathetic and fair. They listen well.

10. Teachers create an attractive and interesting learning environment that is both a stimulus and a resource for learning. Children's work is displayed and achievements are celebrated.
11. Teachers look for opportunities to use a variety of ICT experiences to enhance children's learning

September 2016