

Horspath C of E Primary School

Teaching & Learning Policy

At Horspath School we believe that 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. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Horspath C of E Primary School values and supports all of its members as individuals. It is a happy, welcoming and safe environment which promotes learning and self-confidence.

We are a church school:

Where children from all cultures and faiths thrive, learning skills and behaviours that will guide them their whole lives.

That underpins teaching, learning and daily school life with the Christian values of forgiveness, respect for others, truth and a sense of accountability.

Where all children from every background have the very best that the school community can give them so that they are challenged and inspired to achieve their full potential.

A school that encourages work and play across the age range so that children and staff know everyone in the school community.

A school that is a key member of our local community.

To achieve these aims the staff, pupils, governors and parents have agreed to implement this teaching and learning policy.

Teaching

The teaching staff will ensure that each lesson or series of lessons must have:

- A purpose for learning which engages and motivates pupils
- Clear lesson objectives that the teachers, learning support staff and pupils clearly understand
- Clear outcomes for the lesson so that the teacher, support staff and pupils can assess learning progress

- A variety of individual, paired and group work across a series of lessons
- Stimulating teaching styles which take into account the needs and learning styles of all of the learners in the class
- Differentiation which gives all pupils the opportunity to achieve. Adult support will be allocated to ensure that all pupils are supported and challenged to achieve
- Pupils are encouraged to take responsibility for their own learning by selecting the appropriate lesson outcomes and activities for them
- Opportunities for pupils to assess their own learning, and/or that of their peers, and to identify the next steps in learning
- Every opportunity to practise key skills of reading, writing and maths should be used across all subjects in the curriculum

1. Planning

The teaching staff will ensure that lesson plans for literacy and numeracy must have:

- Learning objectives and outcomes
- Differentiated activities
- Adult support for groups or individuals identified
- Mixed year group planning:
 - Where possible lessons are planned covering the objectives for both/all year groups within the class. For example, these two objectives are related and can be taught in one lesson: Year 2 add a single digit to a 2 digit number and year 3 add a 2 digit number to a 2 digit number. However, sometimes linked objectives are not in the curriculum for both/all year groups. At this point the class teacher uses their professional judgement to differentiate one objective so that it is appropriate for both year groups, rather than teaching two (or three) completely separate objectives in one lesson. For example, naming parts of a circle is a Year 6 objective which would be adapted to be accessible to Year 5 pupils in the same class.

2. Assessment, Recording and Reporting (see Policy)

Teachers (and where appropriate Teaching Assistants) have agreed to:

- Assess pupils' work regularly according to the school assessment policy
- Use analysis of assessments to inform their teaching and support pupils' progress

- Use data to ensure pupils are working at their full potential and set targets to achieve this
- Inform parents and appropriate staff within school of pupils' progress or underachievement

3. Learning Support

Teachers will:

- Be aware of the specific learning needs of their pupils in their class, including those with SEND, those in receipt of Pupil Premium funding and those pupils identified as having made slow progress previously.
- Consult with SENCO about the needs of individual pupils when appropriate;
- Work with Teaching Assistants and other to ensure pupils are best supported in their learning; and
- Use IEPs as working documents

4. Learning

Pupils are expected to:

- Complete their weekly learning log, practise spelling patterns/rules and read daily to enhance their learning;
- Take pride in their work with neat and accurate presentation;
- Make positive contributions to class discussions;
- Follow the class rules and adhere to the principles of the School Prayer;
- Take responsibility for improving their own learning;
- Ask for help if required

5. Parents

As a school we ask 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 at school;
- Promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the home/school agreement;
- Support pupils with their learning at home.

6. Governors

Governors have agreed to:

- Support, monitor and review the school policies on teaching and learning
- 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 teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupils attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review process. This will include: taking part in governor open days, keeping up to date with key changes to procedures and legislation which affect the school and taking part in the drafting and monitoring of the School Development Plan.

Signed  Date: 14.3.17

Date of next review: March 2019