



Teaching and Learning Policy

Introduction

At White Ash Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we aim to 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.

Implementation

This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom and what our school does to create an effective learning environment.

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.



Roles and Responsibilities

Role of the subject leader

- To provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.
- A subject leader provides leadership and direction for the subject and ensures that it is managed and organised to meet the aims and objectives of the school and the subject.
- While the head teacher and governors carry overall responsibility for school improvement, a subject leader has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice. Throughout their work, a subject leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in the school.
- A subject leader plays a key role in supporting, guiding and motivating teachers in their subject. Subject leaders evaluate the effectiveness of learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject.
- Subject leaders identify needs in their own subject and recognise that these must be considered in relation to the overall needs of the school. It is important that a subject leader has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils.

The Role of Teachers

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

The role of parents

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 explain our school strategies for teaching all subject areas.
- Sending information to parents at the start of each term in which we outline the topic that the children will be studying during that term at school
- Sending regular reports to parents in which we explain the progress of each child and indicate how the child can improve further
- Explaining to parents how they can support children with their homework
- We suggest, for example, regular shared reading with very young children, and support for older children with their topics and investigative work.
- We believe that parents have a 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 with the correct uniform and P.E. 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

The role of governors

Our governors determine, support, monitor and review the school policies on 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 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 pupil attainment
- Ensure staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policy through the school self-review processes. These include reports from the subject leaders and the annual headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

The role of the pupil

- To be safe, happy and have a sense of self-belief
- To discover, nurture and use their talents
- To understand their own feelings and those of others
- To have strong moral sense, to be kind, caring and respectful, to co-operate well and be good citizens
- To be well behaved, polite and courteous
- To be creative, to enjoy learning, and to become lifelong learners
- To have excellent social skills and be self-confident
- To have healthy minds and healthy bodies



- To be resilient, positive human beings who believe in themselves and in their potential

Planning the curriculum

A long term plan has been drawn up by staff to cover Key Stages and year groups. This plan works alongside the White Ash Curriculum Progression document to provide a full coverage of subjects and has been planned to facilitate a creative curriculum.

Medium term plans are produced by the teaching staff in each class .They show which topics will be taught each half term, these plans are available on the school website.

Short term plans are produced by class teachers to enable them to deliver what is in the medium term plan. Short term plans will include adaptive methods, showing how the less able children will be developed and how the more able will be challenged. Short term planning will include consideration of how other adults in the room are to be utilised.

Different resources, learning objectives, levels of support or expected outcomes are means of providing adaptation, as are enabling questions, individual target setting and giving prior knowledge or help about topics to be covered.

Quality of Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

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

- Investigation and problem solving
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole class work
- Asking and answering questions
- Use of the computer/ iPad/ communication aids (AAC devices)
- Fieldwork and visits to places of educational interest
- Creative activities
- Listening to a range of different sounds/ music
- Debates, role plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity
- Digital media



Assessment for Learning

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for Learning:

- Focuses on how children learn
- Is central to classroom practice
- Is a key professional skill
- Promotes self esteem
- Affects learner motivation
- Helps learners know how to improve
- Encourages self-assessment Quality of Teaching
- Teachers should:
 - Seek to inspire pupils
 - Challenge pupils and have high expectations
 - Plan to use a variety of teaching methods which take into account different learning styles
 - Plan the use of resources including additional adults
 - Give clear and specific instructions and explanations
 - Follow the school policy with regard to discipline and classroom management
 - Praise pupils for effort, achievement, good behaviour, and by so doing help build a positive attitude towards school and learning
- Assess pupils for both summative purposes (to measure how well they have achieved) and on a formative basis to inform future planning

Structure of lessons:

- Lessons will start promptly
- Resources should have been planned and prepared before the lesson taking into account all the children's sensory needs.
- The lesson will normally be linked to previous learning or teaching
- The teacher will use enabling questions to motivate, stimulate, assess and keep pupils on track
- The lesson should have a good pace and structure to it, activities will vary to respond to children's different ways of learning
- Usually each lesson will have a plenary which will reinforce the learning objective
- Where possible, children's work will be marked with them. Pupil's work will be assessed regularly to inform short term planning and pupil progress



Classroom environment

Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that the children have the opportunity to display their best work at some time during the year. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes the independent use of resources and high quality work from the children.

All our teachers reflect on their strengths and weaknesses and plan their professional needs accordingly. We do all we can to support our teachers in developing their skills so that they can continually improve their practice.

We ensure that all tasks and activities that the children do are safe. When we plan to take the children out of school we obtain permission from parents and complete a risk assessment.

We conduct all our teaching in an atmosphere of trust and respect for all.

The evaluation of practice

Subject leaders provide professional leadership and management for a subject/ subjects to secure a high standard of teaching, effective use of resources and improved standards of learning and achievement for all pupils. (See Subject Leader Policy)

More formal observations and learning walks are carried out by the Headteacher and SLT team on a regular basis.

The Governing Body have agreed the Pay Policy and the Performance Management Policy.

Annual reviews for teachers take place when targets will be reviewed and new ones set.

Three targets (one based on pupil performance, one on a common school issue and one for individual professional development) are set each year for all teachers out of their ECT years.

Parents' Evenings are held at least twice a year, and reports are written to keep parents regularly informed of their child's progress. The school has an open door policy, encouraging parents to call in for informal discussions at any convenient time.



Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take into account new initiatives, changes in curriculum, developments in technology or changes in the physical environment of the school.

Spring 2024

To be reviewed again in Autumn 2026