



GOODYERS END PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

This document is to enable the Governing Body of the school to ensure effective management of teaching and learning, compliance with National Requirements and quality provision to all pupils.

Adopted by the Governing Body:

Signed:

Chair of Governors

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Headteacher

Date: Autumn 2019

Date of next review: Summer 2022

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Review date	Summer 2022

Please note that this policy should be read in conjunction with other relevant school policies which will give more detailed information about different aspects of teaching and learning at Goodyers End.

Assessment Policy
Calculation Policy
Equal Opportunities Policy
Marking and Feedback Policy
PSHE and Citizenship Policy
SEND Policy
SMSC Policy
SRE Policy

1.0 Aims

- To maximise the progress of all pupils through high quality teaching and a relevant, stimulating curriculum.
- To deliver the skills and content of the National Curriculum 2014 and Religious Education (Warks).
- To encourage pupils to become independent learners.
- To provide challenge to all pupils through personalised learning.
- To provide the skills and knowledge for life in a changing world including promoting the skills of good citizenship.
- To develop self-esteem.
- To promote spiritual and moral well-being.
- To value the contributions of all.
- To work in partnership with parents and families.
- To encourage and celebrate involvement in activities outside the school day.

2.0 Principles of Teaching & Learning

Quality teaching and learning should:

- develop self-esteem
- motivate and inspire
- offer rewards and enjoyment
- involve pupils in developing an understanding of their own learning styles, targets and achievements
- develop thinking and problem-solving skills as tools for lifelong learning.

3.0 Learning

At Goodyers End Primary School we believe that pupils learn best when they:

- feel secure
- are interested and motivated
- achieve success and gain approval
- are given tasks which match their ability and learning style
- clearly understand the learning intention and the success criteria for the activity
- are confident and are aware of boundaries
- are challenged and stimulated and encouraged to push themselves
- play an active part in the learning process
- understand that when work is difficult, they are learning.

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3.1 Learning Processes

Children enter school at different stages of development. Pupils learn in different ways and at different rates. At Goodyers End we recognise and value the importance of teaching and learning the key skills, some of which are curriculum-based and some of which are generic skills that can be applied to all areas of the curriculum.

In the course of learning children develop their skills through a variety of processes.

These include:

- investigation
- experimentation
- listening
- observation
- talking and discussing
- co-operating
- posing questions
- practical exploration and role play
- retrieving information
- imagining
- repetition
- problem-solving
- making choices and decision-making.

Children will be encouraged to demonstrate the following learning behaviours:

- show curiosity
- push yourself
- work hard
- do not give up
- imagine
- understand others
- concentrate
- try new things
- improve.

3.2 Learning Styles

Pupils learn in a variety of ways and have preferred learning styles. Pupils may be primarily visual learners, auditory learners, kinaesthetic/active learners or a combination of all types. We endeavour to identify pupils' preferred style or styles to ensure that they have the opportunity to learn in their preferred way as well as developing their ability to learn in other ways. At Goodyers End we offer pupils opportunities to develop their thinking skills across the curriculum. This means providing the pupils with opportunities to learn in a wide variety of situations.

These include:

- individual learning
- collaborative learning in small groups or pairs
- on-to-one learning with an adult, or other pupil
- whole class
- independent learning
- outdoor learning.

It is also vital that all learning opportunities include information and activities that are presented in a variety of media to meet the needs to all learning styles that may be present in a group or class.

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4.0 Teaching

There will be a balance of individual, group and whole class teaching. Teachers will choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. There may be several different activities in progress and at these times the teacher may be moving around all pupils to push them forward during the session by monitoring and feedback so they show progress by the end of the lesson. Teachers facilitate learning by posing open questions. When necessary we employ experts (i.e. teachers or other external agencies) to ensure that we give pupils the best quality experience.

It is vital that pupils stay on task and this can be helped by:

- having well labelled and organised resources
- taking time to train pupils in routines
- making sure that the pupils are aware of what they must do when they have completed an activity
- making the pupil aware that the teacher does not always have to be the first in the line of contact - other resources, pupils, teaching assistant and parent helpers can be used
- encouraging the use of the 4 'Bs' – Brain, Board, Buddy and Boss.

5.0 Curriculum

We offer a curriculum which:

- follows the National Curriculum
- is skills based
- is rooted in first hand practical experience
- is relevant to pupil experiences and flexible to follow pupil interests
- is inclusive to all pupils and celebrates diversity
- utilises the outdoor environment/classroom
- incorporates off-site trips and visits
- is delivered through themes/topics where possible
- develops thinking and problem solving skills
- promotes emotional literacy
- offers enhanced extra-curricular opportunities.

6.0 Planning

Planning takes place in phase teams, with reference to the National Curriculum, Read Write Inc and any agreed school development priorities at any given point in time. This includes:

- Progressive schemes of work are developed by phase leaders in consultation with subject leaders and in line with the National Curriculum 2014.
- Long-term plans indicate the breadth and balance of work for each phase.
- Phases draw up medium term plans. These indicate the learning to be achieved through each module of work.
- Teachers meet weekly in phase teams to develop short term planning.
- There are agreed elements to be included in planning.

Monitoring of medium and short term plans and books by curriculum leaders takes place regularly to ensure appropriate coverage.

7.0 Differentiation

Teachers will differentiate the curriculum in a variety of ways including:

- by task
- by outcome

- by type of teacher/adult support
- groupings
- facilitating 'mild', 'spicy' and 'hot' tasks.

8.0 The Learning Environment

The learning environment will be managed in such a way as to facilitate different styles of learning with reference to:

- SEN
- Most able
- Gender
- Pupil premium
- Preferred learning styles.

All areas of the learning environment will be planned for, including, where appropriate, outside areas, in order to ensure opportunities for a range of practical activities which will develop appropriate skills, concepts and knowledge.

9.0 Inclusion

The curriculum will be organised to ensure that pupils have the equality of opportunity and to be inclusive in nature. It will be organised so that pupils have the opportunity to engage in the variety of learning opportunities outlined according to ability and aptitude and in line with our Equal Opportunities Policy.

10.0 Curriculum Leaders

Each subject has a designated Curriculum Leader who has the overall responsibility for management of the subject throughout the school and works with the phase leaders to ensure quality planning, coverage, assessment and standards within their subject.

11.0 Achievement/Assessment

Social, physical, creative and academic achievements are celebrated in a variety of ways as an ongoing process in all aspects of school life by:

- verbal or written praise from teachers, peers, Headteacher, parents and other adults in school
- displays of work
- opportunities to perform or share
- the awarding of dojos, ribbons and certificates as outlined in the school reward scheme
- the use of individual class reward schemes
- celebration in assemblies
- sharing success with the community.

Teachers will continually assess pupil progress and attainment, will give feedback and will set next step targets for individuals and groups of pupils in accordance with the school's Marking and Feedback Policy.

12.0 Monitoring & Evaluation

The implementation and impact of this policy will be rigorously and regularly monitored and evaluated by the senior leadership team of the school to ensure consistency and quality across the school.

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