



Parwich Primary School

Teaching and Learning Policy

Review every two years

1 Introduction

- 1.1 At Parwich Primary School, we believe in the concept of lifelong learning, and in 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; in short, 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 teaching and learning experiences help children to lead happy and rewarding lives.

2 Vision and Aims

- 2.1 We believe that people learn best in different ways. At our school, we aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- 2.2 Our Vision and Aims can be found on the school website: www.derbyshire.sch.uk under 'Our School'.

3 Effective learning

- 3.1 Research tells us that people learn in many different ways and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (e.g. mathematical / logical, visual / spatial, interpersonal, musical) when planning our teaching.
- 3.2 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong – an environment in which they enjoy being challenged. We therefore sometimes play music to accompany learning, provide 'brain breaks' at various points in the lesson to refocus children's attention and we make sure that the children have access to drinking water.
- 3.3 All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:
- the teaching will build on previous learning;
 - the teacher will explain the learning objectives, and why the lesson is important;
 - the lesson will be presented in a range of styles;
 - it will allow opportunities for the pupils to build up their own understanding through various activities;
 - it will allow opportunities for the children to review what has been learnt;
 - it will have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
 - the teaching will indicate what the next step in the learning will be.
- 3.4 We offer opportunities for children to learn in different ways:
- investigation and problem-solving;
 - research and discovery;
 - group work;
 - pair work;
 - independent work;
 - whole-class work;
 - asking and answering questions;
 - use of ICT;
 - fieldwork and visits to places of educational interest;

- creative activities;
- responding to visual and musical media;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

3.5 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

4 Effective teaching and learning

4.1 When we are teaching, we focus on motivating all the children and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school's curriculum plan to guide our teaching.

4.2 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 Individual Education Plans (IEPs). Teachers modify teaching and learning 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.

4.3 We set academic targets for the children in each year and we share these targets with the children and their parents/carers. We review the progress of each child at the end of the academic year and set revised targets.

4.4 We plan our lessons with clear learning objectives. We form these objectives from the expectations set out in the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.

4.5 Each of our teachers make a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but 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 discipline and classroom management. We set and agree with children the class code of conduct and we expect all children to comply with the 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 policy on behaviour.

4.6 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 (where possible), risk assessments are completed and authorised and parental permission is obtained.

4.7 We deploy learning assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

4.8 Our classrooms are attractive learning environments. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to literacy and numeracy. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

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

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

5 The role of governors

5.1 Our governors determine, support, monitor and review the school's approach to 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 used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the regular Headteacher's report to governors, and a review of the in-service training sessions attended by staff.

6 The role of parents and carers

6.1 We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning:

- we display our curriculum plans on our school website to outline the topics that the children will be studying;
- we hold subject/content specific parent's evenings to inform parents on how we teach areas of learning (e.g. phonics)
- we invite individual parents into school (if their child requires additional support) to ensure they have secure understanding of SEND procedures and practices and to provide regular feedback on their child's progress;
- we hold parents evenings in the Autumn and Spring terms to discuss progress, attainment and behaviour;
- we send out the written 'Annual Report to Parents' in the Summer Term.

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

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home-school agreement.

7 Monitoring and review

7.1 We are aware of the need to monitor the school's teaching and learning policy and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.