

KEW WOODS PRIMARY SCHOOL



TEACHING AND LEARNING POLICY

Kew Wood, Primary School

Teaching & Learning Policy

Mission Statement (Why we exist, what we do)

Our mission is to challenge each child irrespective of race, colour, creed or impairment to reach their full intellectual, creative and physical potential through stimulating and enjoyable learning experiences whilst becoming a responsible and compassionate citizen in a secure, caring and happy environment enhanced by a strong partnership between home and school.

Values Statement (What we believe in)

We believe in the five key outcomes of 'Every Child Matters'. We will do everything we can to ensure our pupils:

- Are safe
- Are healthy and happy
- Enjoy learning and achieve success
- Are able to contribute to their school and society
- Are prepared for a life in the 21st Century

Kew Woods aims to:

- To raise standards of achievement in all aspects of pupil development through the school.
- To develop each child's desire to achieve.
- To develop and communicate an ethos of high expectation throughout the school community.
- To provide a rich and varied learning environment, that allows children to develop their skills and abilities, working towards achieving their full potential.
- To develop skills enabling children to deal with challenges and change.
- To develop a child's self confidence and feeling of self worth.
- To provide children with a purpose and context for their learning.
- To promote a caring and considerate attitude towards each other within the community.
- To foster the tolerance of opinions and beliefs of others.
- To engender social skills that enable children to work and communicate effectively with others.
- To promote independence.

We believe:

- Quality learning is a result of quality teaching, which is itself informed by regular assessment and oral and written feedback.

- Quality learning is enhanced by a variety of teaching styles and strategies.
- Children and teachers value learning, the development of learning skills and the acquisition of knowledge.
- To learn children must be involved in their own learning and understand what they need to do to improve.
- All staff have high expectations of children in terms of their learning.
- All children should be encouraged to develop enquiring minds.
- Children should be encouraged by all staff to become increasingly independent learners.
- Parents and carers have a crucial and constructive role to play in developing their children's learning.

These are the beliefs and values that stimulate teaching and learning.

Ethos

At Kew Woods we endeavour to create a positive context for learning by:

- Fostering a caring and considerate environment where all children feel safe.
- Providing good role models through the way that we interact with all adults and children, at all times, and in all places.
- Developing classroom environments in which children feel valued, respected and safe.
- Creating an environment where it is acceptable to make mistakes and be challenged by their learning.
- Involving all pupils in the way the school is run, through class and school councils, in order to make them feel that their opinion is valued.
- Providing exciting opportunities for learning, which enrich the curriculum and include after-school activities, visits and input from the wider community, including religious speakers, arts performers and representatives from the sporting bodies.

Teaching

Teachers value all pupils irrespective of their ability, race, gender, age or achievement.

Teachers will

- promote effective and positive interaction with pupils
- promote high expectations
- plan lessons which have clear objectives which are communicated effectively to pupils
- use a range of teaching styles
- use a range of questioning
- recognise and manage effectively the support of other adults in the classroom
- use well timed interventions to help the pupils make good progress
- provide feedback to pupils about their progress

- ensure that assessment strategies are implemented and records relating to agreed criteria and agreed areas of learning are kept
- recognise the importance of health and safety
- acknowledge and make the best use of the contribution of parents, the community and work carried out at home

Planning

Long, medium and short term plans are devised using

- Development Matters - Foundation Stage Curriculum and Early Learning Goals
- National Curriculum programmes of study
- National Literacy and Numeracy strategies
- Sefton's agreed syllabus for the teaching of Religious Education

Medium and short term planning is objective/skills led and differentiated to accommodate the needs of pupils of varying ages within each group.

Learning

Children will have the opportunity to:

- work individually, in groups and as a class
- make decisions
- work co-operatively
- solve problems
- be creative
- discuss their ideas
- develop social skills
- develop independence
- use initiative
- receive support
- achieve academically

The Learning Environment will be

- challenging and stimulating
- peaceful and calm
- happy and caring
- organised
- well resourced

Display in the school should be used to:

- create an attractive and stimulating environment
- include work on different aspects of the curriculum
- reflect the individual child's efforts as well as ability
- sometimes be interactive

Support

Use of support is an integral part of lesson planning. It may take the form of:

- planned, effective use of adults and pupils
- additional time, materials and task
- differing level of collaboration and independence
- small group teaching that allows for greater interaction from the teacher
- differing technological aids

Differentiation

What is differentiation?

A differentiated classroom offers different approaches to what students learn, how they learn it and how they demonstrate what they have learned. To differentiate is to provide opportunities for pupils of all abilities to show what they know, understand and can do.

Features of good differentiation are when;

- teachers assume that learners are different
- teachers adjust the nature of the task not the quantity
- teachers rely upon multiple approaches
- the actual learning is engaging, relevant and interesting

Differentiation involves offering pupils tasks which enable them to produce evidence of attainment at their highest possible levels.

We believe differentiation requires

- the input of teachers, parents, learners, mentors and any other parties with an interest in the education of the individual
- a knowledge of the learner's interests, learning styles, level of motivation, social-emotional needs and cognitive ability
- time for collaboration to occur

- careful selection of the appropriate strategy tailored to meet the identified needs of the learner
- monitoring of learner needs, progress and attainment
- regular communication among all parties with an interest in the learner's progress

Children should be encouraged to develop organisational skills and independence through:

- appropriate tasks
- confidence building
- example
- co-operation
- provision of suitable opportunities
- responsibilities

Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- clearly understood
- fair and consistent
- realistic and positive

Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an on going process in all aspects of school life by:

- verbal or written praise by teachers, peers, Head teacher and parents
- displays of work
- opportunities to perform or share
- encouraging self esteem
- the awarding of stickers, raffle tickets and certificates
- celebrating achievements in assemblies
- annual awards ceremony

School Policies

School policies are set out in the school policy file. It is the duty of each teacher to be familiar with school policies and to apply them.

Equal Opportunities

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same.

Resources

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. Stocks should be checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damaged or waste it. Relevant resources should be available in each classroom.

Curriculum Enrichment

The school believes that the curriculum can be positively enriched by

- Using the immediate environment for research, stimulus and inspiration.
- Encouraging visits from speakers, artists and performers to share their expertise and interest with the pupils.
- Taking pupils outside the immediate environment on field trips in support of their school studies.

Extra Curricular activities

The school will strive to provide extra curricular activities for its pupils. These will vary according to staff expertise and time available.