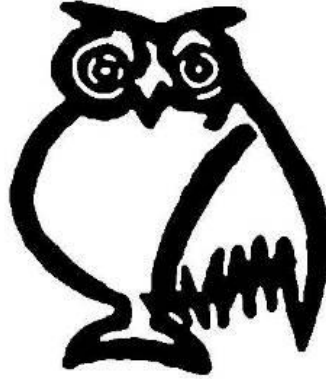


# Danbury Park Community Primary School



# Teaching and Learning Policy

Last revision dated:	Autumn 2015
This revision completed during:	Autumn 2018
Agreed by the governing body:	17/01/2019
Next revision due:	Autumn 2021

*Be wise, be happy, belong*



# Danbury Park Community Primary School

## Teaching and Learning Policy

### 1. Introduction

- 1.1. At Danbury Park Community 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 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.
- 1.2. This document is a statement of the aims, principles and strategies for teaching and learning at Danbury Park School. It was developed through a process of consultation with teaching staff, non-teaching staff and governors from the curriculum committee. This policy reflects the consensus opinion of the whole teaching staff and has the support and agreement of the Governing Body.
- 1.3. Teaching and learning is the purpose of our school. It is the method through which we enable children to make sense of their world. We believe effective teaching promotes effective learning. The role of the teacher is paramount in both. We believe that even more important than 'what' is taught is 'how' our children are taught. Through teaching activities the children are made aware of their own preferred learning styles so that they develop the necessary skills to become independent learners.
- 1.4. This document lays the foundations for the whole curriculum, both formal and informal and is the context in which all other curriculum policy statements should be read. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning the work of our school.
- 1.5. This policy document should be read in conjunction with the following policies: Monitoring and Evaluation, Marking and Feedback, Target Setting, Assessment, Recording and Reporting, Homework, Spiritual, Moral, Social and Cultural, Equalities Policies.

### 2. Aims

- 2.1. At Danbury Park School we believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.
- 2.2. Through our teaching we aim to:
  - enable children to become confident, resourceful, enquiring and independent learners, who are able to make informed choices;
  - develop children who, as reflective learners, feel involved in their own learning and are able to evaluate their own learning and are aware of how to make progress;
  - raise levels of attainment for all children, enabling them to achieve their personal best;
  - develop a love of learning;
  - foster children's self-esteem and help them build positive relationships with other people;



- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- develop an understanding and appreciation of the culture and heritage of Great Britain and associated British values;
- value and show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- promote a thoughtful attitude towards the immediate and wider environment;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

### **3. Entitlement**

- 3.1. All children matter and are given every opportunity to achieve their best. We achieve this by planning activities which will meet the needs of all genders, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.
- 3.2. All activities are planned and differentiated in such a way as to encourage full and active participation by all pupils.

### **4. Ethos**

- 4.1. We conduct all our teaching in an atmosphere of trust and respect for all. The ethos and atmosphere underpin the agreed aims of the school and enable effective teaching and learning to take place. Teachers and support staff contribute to the development of this ethos through:
  - providing a calm and effective working environment at all times;
  - providing a welcoming environment, in which courtesy, kindness and respect are fostered;
  - providing positive role models;
  - providing a fair and disciplined environment, in line with the Behaviour Policy;
  - maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the Assessment, Recording and Reporting Policy;
  - effective management of their professional time;
  - developing links with the wider community;
  - valuing and celebrating pupils' success and achievements.
- 4.2. Each of our teachers and teaching assistants makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunities to take part in class activities. All our staff follow the school policy with regard to discipline and classroom management including the School Courtesy Code. We expect all children to comply with these 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.



4.3. Assemblies are held throughout the year to celebrate good work and all children have the opportunity to participate.

## 5. Effective Learning

5.1. 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 interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

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

- individual work, collaborative group work or pair work, whole-class work, independent work, working with an adult, either one-to-one or as part of a group;
- listening, observing, talking and discussing;
- investigation and problem solving;
- research and finding out;
- practical exploration and experimentation;
- asking and answering questions;
- decision making;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching films and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in physical activity.

5.3. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. We want them to build resilience so that they are able to tackle challenges and take risks in their learning without fear of failure.

## 6. Effective Teaching

6.1. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school's Vision and Aims, Curriculum Policy and Long Term Curriculum Plan to guide our teaching. These set out the aims, objectives and values of the school and detail what is to be taught to each year group.

6.2. We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the 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). We also plan for the gifted and talented pupils taking into account their individual abilities as recorded in the Gifted and Talented Register. We have high expectations of all children, and we believe that their work here at Danbury Park School should be of the highest possible standard.



- 6.3. We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum and the Early Years Foundation Stage Framework. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.
- 6.4. We share the learning objective with the children usually at the beginning of lessons. In the majority of lessons the objectives are clearly displayed and shared with the children.
- 6.5. To help the children understand what they are aiming to achieve we share success criteria; this is sometimes written but often spoken. Success criteria may vary from ability group to ability group and this will come from the planned differentiation.
- 6.6. We set SMART (specific, measurable, achievable, results-orientated, time-bound) individual targets with the children for reading, writing and mathematics, based on the level at which they are currently working. This helps them to understand how to improve their work and how to achieve the next step in their learning.
- 6.7. We ensure that all tasks and activities that the children do are safe.
- 6.8. We deploy teaching 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. Students on Initial Teacher Training courses and those on work experience from local secondary schools and colleges are welcomed into the school and also work with groups of children under the supervision of the class teacher.
- 6.9. Homework is considered to be a valuable element of the teaching and learning process. Children are encouraged to work at home on a regular basis and parents are given guidance on the nature of tasks set. Further information regarding homework can be found in the school's Homework Policy.
- 6.10. All our teachers and teaching assistants reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice.

## **7. Classroom Management and Organisation**

- 7.1. At Danbury Park School we acknowledge that an effective classroom needs to be carefully organised to facilitate learning and the development of independence. In each classroom:
  - resources are organised, tidy, neat and accessible and clearly labelled;
  - writing resources are available at all times;
  - there are designated English and Maths resource and display areas;
  - in the Early Years Foundation Stage and Key Stage 1 there are often areas for imaginative play and role-play which contribute to learning in a purposeful manner;
  - pupils are involved in the maintenance and care of all equipment and resources.
- 7.2. 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 all 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 independent use of resources and high-quality work by the children.

## 8. Planning

- 8.1. At Danbury Park Community Primary School we are committed to following the programmes of study as required by the National Curriculum, the Early Years Foundation Stage Framework and the agreed local syllabus for RE.
- 8.2. We are committed to raising standards of the basic skills, by which we mean the ability to read, write and speak English and to use mathematics and ICT.
- 8.3. We do this through a themed approach which links together curriculum areas into units of work which span several weeks.

### 8.4. Long Term Planning

- 8.4.1. The school's curriculum map (see Appendix 1) provides a broad framework showing the long term planning for the whole school from Year R to Year 6. Continuity, progression and full coverage of the National Curriculum and Early Years Foundation Stage Framework have been carefully considered in the formulation of the curriculum map.
- 8.4.2. In Key Stage 1 and EYFS there is a two year rolling programme for topics and themes allowing for the mixed age classes.
- 8.4.3. In Key Stage 2 there is a one year programme for the teaching of subjects allowing for the mixed age classes.

### 8.5. Medium Term Planning (see Appendix 2)

The medium term planning is prepared for all subjects and is taken from the learning programmes for each subject. These reflect the school's overall aims, objectives and policies. They develop each year group's programmes of study into a detailed sequence of continuing, blocked and linked units of work.

### 8.6. Short Term Planning

Short Term Planning on a weekly basis is based upon the medium term plan, specifying learning objectives, differentiated activities and assessment opportunities. This is developed through to teachers' personal daily planning.

## 9. Responsibilities

- 9.1. **All Members of the School Community** (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:
  - valuing children as individuals and respecting their rights, values and beliefs;
  - fostering and promoting good relationships and a sense of belonging to the school community;
  - providing a well ordered environment in which all are fully aware of behavioural expectations;



- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- working as a team, supporting and encouraging one another.

**9.2. Teachers** work towards the school's aims by:

- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement;
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude;
- ensuring that learning is progressive and continual;
- being a good role model - punctual, well prepared and organised;
- meeting the requirements of the National Curriculum and Early Years Foundation Stage Framework;
- maintaining up to date subject knowledge;
- having a positive attitude to change and the development of their own expertise;
- working collaboratively with a shared philosophy and commonality of practice.

**9.3. Subject Leaders** work towards the school's aims by:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting their colleagues in their development of detailed work plans and implementation of the scheme of work, and in assessment and record keeping activities;
- monitoring progress and attainment in their subjects and advising the Headteacher on action needed e.g. by reviewing planning documents, pupil outcomes and standards of attainment;
- taking responsibility for the organisation of central resources for their subjects;
- keeping up-to-date through reading and attending relevant courses.

**9.4. Pupils and Parents** work toward the school's aims by:

- abiding by the terms of the school's Home-School agreement. This is signed by the parents and headteacher at the beginning of the Reception Year, by the pupil, parents and headteacher at the beginning of Year 3 and accordingly when pupils join the school mid-year.

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:

- providing information to parents at the beginning of each topic or themed unit of work, in which we outline what the children will be studying;
- holding teacher/parent consultation evenings in the autumn and spring terms to report on how well the children are working, on their progress during the term and their targets to indicate how they can improve further. In the summer term we provide parents with a detailed written report of their children's attainment and progress over that academic year and offer them the opportunity to meet with the class teacher if they so wish;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, the learning of spellings and times tables and support for older children with their projects and investigative work.



## **10. The Role of Governors**

10.1. 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 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-evaluation processes. These include reports from subject leaders and the termly Headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

## **11. Recording and Assessment**

11.1. Assessment of children's work is a continuous process. At Danbury Park School we regularly assess children's work in order to establish the level of attainment and to inform future planning. Record keeping and assessment procedures are defined in the Assessment, Recording and Reporting Policy.

## **12. Monitoring and Reviewing**

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