



DEANESFIELD PRIMARY SCHOOL

Teaching and Learning Policy

Introduction

At Deanesfield 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.

Aims and objectives

We aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- 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;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- 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.

Effective learning

We believe that people learn best in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

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

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
 - debates, role-plays and oral presentations;



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- asking and answering questions;
- use of the computer and other educational technology;
- fieldwork and visits to places of educational interest;
- creative activities;
- designing and making things;
- responding to different media such as art, drama and music;
- participation in physical activity.

We encourage children to take responsibility for their own learning, to be involved 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.

Effective teaching

Teaching focuses on motivating the children and building on their skills, knowledge and understanding of the curriculum. The curriculum guides our teaching and sets out the aims, objectives and values of the school and details what is to be taught to each year group.

Teaching is based on our knowledge of the children's level of attainment. Our prime focus is to develop further the skills and knowledge 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 have high expectations of all children, and we expect their work to be of the highest possible standard.

We set curricular targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child termly, reviewing and revising targets as appropriate.

Teachers plan lessons with clear learning objectives. Lesson plans contain information about the activities to be done, resources needed, and the way in which children's learning will be assessed. Teachers evaluate lessons so that they can be modified to improve future teaching.

All teaching is conducted in an atmosphere of trust and respect for all. Staff work hard to establish good working relationships with all children in the school. Children are treated with kindness and respect. They are treated fairly and given equal opportunity to take part in class activities. All staff follow the school policy with regard to behaviour and discipline. We set and agree with children the class code of conduct. 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. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we inform parents and obtain their permission.



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We deploy teaching assistants and other adult helpers effectively. Their work includes supporting individual children, small groups and maintaining an overview of the class while the teacher works with a group. They also assist with the preparation and storage of classroom equipment and resources.

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. Our classrooms are attractive learning environments. Displays reflect the topics being studied by the children. Curricular targets and rewards are also displayed. We ensure that all children have the opportunity to display their work at some time during the year. All classrooms have a range of resources including computers, dictionaries and fiction and non-fiction books.

The school development plan highlights the main areas that the school needs to develop and details professional development to be provided to ensure all staff have the necessary skills to carry out their role effectively. Teachers reflect on their strengths and areas for development and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

The role of governors

Our governors determine, support, monitor and review the school policies on teaching and learning. They do this through regular attendance at meetings of the Governing Body and its committees, visits to the school to observe practice and meetings with relevant staff.

In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively with due regard to health and safety regulations;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- 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-review processes. These include reports from subject leaders, phase leaders and the termly Headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

The role of parents and carers

Parents and carers 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:



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- holding parents' meetings to explain our school strategies for teaching and learning at the start of each academic year;
- holding parents' meetings to share and discuss individual strategies with regard to assessment, homework, marking etc;
- holding termly parents' evenings for individual consultations with class teachers with regard to individual children's attainment, progress, curricular targets and general attitude to school;
- providing information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sharing children's learning experiences through the weekly 'Friday Flyer';
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework;
- developing the range of learning and teaching information contained on the managed learning environment (MLE);

We strongly believe that parents have the 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;
- do their best to keep their child healthy and fit to attend school;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- 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;
- support and encourage their child to complete their homework;
- attend meetings organised by the school;
- fulfil the requirements set out in the home/school agreement.



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