

LANGDON

PRIMARY SCHOOL

Learning & Teaching Policy

Reviewed Autumn 2017

Agreed by the Governing Body 4 October 2017

Due for review Autumn 2019

Learning & Teaching Policy

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning at Langdon Primary School. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.

This policy will be reviewed every two years.

What is Learning and Teaching?

Learning through teaching is the purpose of our school. Teaching is the method through which we offer a curriculum which is broad and balanced and meets the requirements of the Early Years Foundation Stage Curriculum, National Curriculum and of the Kent Religious Education and Collective Worship guidance.

Aims

Our aims for teaching and learning are that all children will:

- develop as motivated, confident and independent learners;
- achieve well in terms of academic achievement, aesthetic appreciation and spiritual awareness;
- be tolerant and understanding with respect for the rights, views and property of others;
- develop a responsible and resilient attitude towards work and towards their role in society.

Roles and Responsibilities

All stakeholders are involved in the process of meeting these aims in teaching and learning and major stakeholders have responsibilities that are specific to their role. Following consultation between the Governing Body, staff, parents and pupils the following minimum conditions for promotion of learning at Langdon School have been agreed:

Children will learn best when the ethos of the school:

- is safe, secure, caring, friendly and happy;
- is stimulating and vibrant – feeling ‘alive’;
- is inclusive and challenging, purposeful and focused on learning;
- promotes partnership working with all areas of the school, local and wider community;
- promotes independence, respect and focuses on developing skills for life.

Children will learn best when the curriculum in the school:

- is interesting, stimulating and creative;
- is jointly planned by staff and students;
- is relevant, child centred, inclusive, challenging and flexible to the individual needs of learners;
- is diverse, broad and balanced;
- allows for progression and consolidation of skills, knowledge and concept development;
- provides a solid grounding in the basic skills of literacy and numeracy;
- is relevant to and links to real life;
- prepares for future challenges in society and the workplace and promotes independent learning.

Children will learn best when the learning environment:

- is safe and secure whilst encouraging children to take measured risks;
- is stimulating, bright, interactive, dynamic, engaging and exciting;

- is child centred and responsive to the needs of the learner and the content of the curriculum;
- reflects and promotes learning;
- is organised and accessible.

Children will learn best when assessment:

- is on-going, formative, up-to-date and accessible;
- is consistent across the school and procedures are part of a whole school approach to improving outcomes for learners;
- is used to inform individuals about attainment and progress;
- is developmental, pointing to next steps in the process of learning;
- shared with parents and children;
- is embedded as permanent good practice in the life of the school.

Children will learn best when teachers:

- are approachable, good communicators and good listeners;
- are understanding, patient, sensitive, respectful and flexible to the needs of the child;
- are passionate about children and learning, with good subject knowledge and a rigorous approach to improvement;
- know the children well, both emotionally and academically;
- have good classroom management skills;
- are team players;
- are well planned and organised in all aspects of classroom management, teaching, and assessment.

Children will learn best when parents:

- are supportive and encouraging of their child's learning;
- ensure that their child is appropriately ready, prepared and equipped for the school day
- have good relationships with and work in partnership with the school;
- communicate with the school where there are concerns or worries;
- have adequate information about their child's learning and progress.

Children will learn best when they:

- feel valued happy, safe and secure, knowing that they belong to the school community;
- are respectful of the school and the school community and show this in a positive working attitude and good behaviour distinguishing accurately between right and wrong;
- have a say in what and how they learn;
- work hard, with confidence and give their best;
- are self motivated, independent and enthusiastic;
- take on responsibility for their own learning and development, demonstrate resilience, take risks and problem solve in order to improve;
- are curious, ask questions, make links and self assess;
- are organised, prepared and well equipped for the school day

Strategies for Teaching and Learning

The emphasis of our teaching and learning policy is on first hand experience and we encourage children increasingly to take control of their own learning. Thus:

- investigative work is common;
- children are encouraged to communicate their findings in a variety of ways;
- opportunities are provided for children to become involved in decision making;
- self-discipline, independence and motivation are key features.

Our curriculum is carefully organised to ensure consistency, pace and progression for all our pupils. Teaching will include opportunities for whole class, group, pair and individual working. Within this structure:

- groups are sometimes of mixed ability and sometimes set. The work undertaken should always be designed to challenge our pupils' thinking and develop their capabilities;
- relevant discussion is encouraged, although some periods of the day are set aside for silent work.

All teachers teach all subjects to their classes. For some subjects it is appropriate for the school to employ 'specialist teachers' eg. Music, Physical Education.

Resources for Teaching and Learning:

Teaching Assistants

Teaching Assistants work under the line management of the Class Teacher and SENCo. They support learning for children with a range of abilities under the direction of the Class Teacher. In some cases they are predominantly employed to support children with specified complex or severe Special Educational Needs.

Volunteers

Volunteer helpers work in classrooms with the agreement of the Head Teacher and Class Teacher:

- volunteer helpers assist in the classroom, in sports activities, on outings and visits and in providing other help, such as developing contacts with the world of work and places of interest;
- secondary school pupils and students on work experience are encouraged in school.

Classroom resources

There is a range of appropriate and accessible resources from which pupils can select materials suitable to the task in hand. Children are encouraged to act independently in choosing, collecting and returning resources.

Central resources

Resources are bought on the basis of subject enhancement in line with the School Improvement Plan and curriculum demands rather than as a response to clever marketing.

Time

This is a resource that we value. In all year groups teachers organize and plan lessons that allow for maximum participation all of the time. Lessons are well paced and challenging and time wasting is actively discouraged through the use of prompts and routines, such as displayed Success Criteria and well established routines for what to do in between activities or when a child finishes a task quickly.

Information and Communications Technology

This is a major resource which is used across the whole curriculum.

Additional Educational Needs

Pupils with additional needs are sometimes withdrawn for extra support provided by the SENCo, intervention teacher and/or teaching assistants or may receive extra support in the classroom from the teacher, teaching assistants and voluntary helpers.

The role of homework:

Homework is considered to be a valuable element of the learning and teaching process therefore:

- children are encouraged to work at home on a regular basis;
- it is expected that all children will read at home and share a book with their parents;
- children will have multiplication tables and spellings to learn at home;
- children who have made insufficient effort during class time may be asked to complete work at home;
- extra homework tasks will be given to children in Years 5 and 6 to help prepare them for life at secondary school;
- further practice in basic skills (eg mathematics, English and handwriting tasks) may be set at the discretion of class teachers after negotiation with parents.

Whilst we value homework as a tool for preparation for future learning, for consolidation of previous learning and as a method of preparation for older learners for the demands of the secondary phase, we believe that the most effective learning takes place in the classroom. We will still encourage children to do homework but time will not be unduly wasted on following up homework for those who persistently fail to complete it – we believe this time is better used for in-class teaching. For those students who do fail to complete homework on a regular basis, a conversation with parents about how to support their child at home will occur. A homework 'club', led by school staff, will also be offered as an alternative venue for completing homework for those who find working at home difficult.

Valuing Pupil Achievement:

Excellent performance and achievement is celebrated through a range of means including display of work within the school environment; use of stickers and 'Golden Pennies'; inclusion in the school Achievement Book or on the Star Gallery; letters home to parents, etc. Achievements outside the school are also celebrated in order to celebrate wider successes and promote children's involvement with a wider learning experience.

Strategies for Ensuring Progress and Continuity:

Planning at the school is a process in which all teachers are involved.

Subject Leaders have a variety of roles. They:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- support colleagues in their development of detailed work plans and implementation of the scheme of work, and in assessment and record keeping activities;
- monitor progress in their subjects and advise the Head Teacher on action needed;
- take responsibility for the purchase and organisation of central resources for their subjects;
- are given release time to allow them to support colleagues in the classroom;
- are expected to keep up-to-date through reading and attending relevant courses.

Cross phase continuity is ensured by:

- regular liaison meetings between teachers of Year 6 pupils and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;

- transfer of pupil records of progress and summative assessment results;
- close monitoring of pupils between KS1 and 2;
- careful evaluation and baseline assessment of pupils entering the school by the means outlined in our Early Years Policy.

Strategies for Recording and Reporting:

Records of progress kept for each child are:

- updated at least three times per year by class teachers;
- available to class teachers at the start of each academic year as they prepare for a new class;
- retained throughout the child's time at the school and passed on to other schools when pupils leave.

Reporting to parents is done on a termly basis through interviews, written continuous assessment reports and through an annual report. Parents are made aware that:

- parents' interviews are held during twilight periods and early evenings to be as convenient as possible to parents yet still allow teachers to operate effectively on behalf of their children;
- they may meet their child's teacher by appointment at any other time, to discuss particular concerns.

Formal summative assessment is carried out at the end of each Key Stage (ie in Year R and Years 2 and 6) through the use of SATs and teacher assessment and in Year 1 through the phonics check. This process is moderated by the local authority. On completion of this activity:

- results of individual pupil's assessments are made available to the parents;
- the overall statistical profile (but not individual results) is made available to parents, governors, LA, Ofsted and national government.

SAT type material is also used at each year within the Key Stage. This enables us to monitor pupil progress and highlight areas of strength and concern for both individual pupils and overall school performance.