

Heene Church of England First School

Teaching and Learning Policy

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Dianne Bonthrone
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1. INTRODUCTION

We are responsible for the development and education of the children in our school and therefore we will: -

- **Assess**, monitor and record the attainment and progress of each individual child.
- **Create** an atmosphere of Christian understanding and co-operation between staff, governors, parents and children within the school and wider community.
- **Develop** a sense of discipline and actively encourage children to actively take part in their own learning.
- **Develop** key skills for the future; the ability to work well with other people; other cultures; other countries and the ability to solve problems.
- **Develop** qualities of wonder and inner peace and have a sense of something bigger/ greater than them.
- **Encourage** open, trusting relationships between staff and children
- **Ensure** that as individuals the children have the opportunity to develop a positive attitude to independent learning, achieving beyond their expectations.
- **Equip** children to develop knowledge, skills, and values, attitudes in order to deal with life's opportunities, challenges and changes.
- **Foster** thoughtfulness and social responsibility.
- **Help** them avoid excessive commercialism and unhealthy living.
- **Provide** a challenging, broad-based curriculum , in which creativity, investigation and a thirst for learning are fostered,
- **Provide** opportunities for them to extend their creative and imaginative talents.
- **Recognise** and develop children's differing strengths and abilities.
- **Value** and respect individuals

We aim to provide opportunities for independent and collaborative working in a positive, purposeful learning environment, where it is safe to fail and where perseverance is encouraged

1.2 Mission Statement

Our School is a community where there is fun, friendship and fairness.

We live as part of a happy, caring family within a secure Christian environment.

We value and respect other people all individual differences and ourselves.

We are here to learn and realise our full potential in order to face the future successfully.

We celebrate the worth of each individual because we recognise everyone as a Child of God

We believe that Creative Learning is at the heart and centre of everything we do. It links with independence and with collaboration to enable change, improvement and challenge.

We believe that Independent Thinking is a vital skill which enables learners to make informed decisions by developing confidence in making choices that impact upon the lives of others.

We believe Collaborative Thinking is important to our school because we value each other's knowledge, skills and opinions to develop ourselves, each other, our school and our community

It is the responsibility of senior leaders and teachers to ensure that every child in the classroom receives sufficient, appropriate support to meet learning needs and teachers are responsible for pupils' learning, planning and assessments.

1.4 Principles for Effective Early Years Education (3-8 years)

Early Childhood is valid as a part of life and should not be regarded solely as a preparation for the next phase of education. Our curriculum should enable children to learn and develop skills, attitudes and understanding needed to achieve the Early Learning Goals and to prepare them for their continuing education, in particular KS1 and early Key Stage 2 of the National Curriculum.

Staff should have a thorough understanding of child development and a clear knowledge of how young children learn. They must be able to observe and respond appropriately to children in order to help them make progress.

All children should feel included, secure and valued by staff as partners in their education.

Parents/carers have a detailed knowledge of their child and should be valued as partners in their child's education.

The starting points for Early Years education are based upon what children already know and can do. Our curriculum is built upon this and is stimulating and challenging, allowing for a variety of approaches and teaching methods. It is structured to enable children to engage in both activities planned by adults, and those which they initiate themselves.

2. DEVELOPMENT PLANNING

This policy has arisen out of 14 years of In-service Days and staff meetings, building upon agreed aims and objectives. It is renewed and agreed at regular intervals. Work on Collaboration and independence was the result of a two year training programme initially for the Head teacher and then for Action Research teams. Each teacher and HLTA became part of either an Investigative and Technology or Communication and Spirituality team focussing upon Collaborative Thinking and Independent Thinking. We worked with Nick Hind and Dr Cathy Ota. The resulting policy along with the Behaviour Policy resulted from this training.

Priorities are agreed within the school's targets for development and are incorporated within the School Improvement Plan.

3. CURRICULUM CONTENT

THIS WILL BE UPDATED OVER THE COMING MONTHS IN LIGHT OF THE NEW NATIONAL CURRICULUM.

The school curriculum should aim to provide opportunities for all pupils to learn and to achieve. It should build on pupils' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively. It should enable pupils to think creatively and critically to solve problems.

The characteristics of the whole school curriculum – what is taught and the way it is taught – are that it be:

BROAD – so that it introduces each child to a wide range of concepts, experiences, knowledge and skills;

BALANCED – so that each area of the curriculum is allowed sufficient time for its contribution to be effective;

RELEVANT – so that all subjects contribute to a sound general education which prepares the children to meet the opportunities and responsibilities of adult life in a rapidly changing world;

DIFFERENTIATED - so that it is matched to individual children's abilities and aptitudes.

4. EFFECTIVENESS

Effective Learning takes place when:-

- Good, flexible planning is present
- Children are put in situations where they have to look for possibilities
- Resources are accessible and well organised
- Children are enabled to create their own rules and worlds in play
- The purpose is clear to everyone
- Children are engaged with the task
- A range of teaching styles are in use
- Children are valued as individuals and their needs are met
- They get to the point where they can learn for themselves

THERE IS EFFECTIVE TEACHING

4.1 Effective Teachers:

Are good learners.

Are firm, fair and trustworthy

Scaffold, extend and model learning in a variety of ways.

Listen to and value the contributions of all learners all children, not just the same children.

Are open to change and adaptation

Offer support and motivation

Create potential, esteem, confidence; opportunity, support, motivation, knowledge, fluency, respect.

Have high expectations of all children, encouraging them to take responsibility for their learning and their environment

Know how to evaluate, interpret and understand

Inspire and provide opportunities for creative learning, celebrating each stage

Set new and exciting challenges

Enable children to organise their own learning by providing purposeful accessible resources

Create opportunities for children to develop autonomy and independence

Help children identify their strengths and weaknesses and make appropriate learning choices resources

Explain clearly in advance so that children know what the lesson is about

Allow children to learn, understand and explore what they are interested in

Integrate innovative teaching practices with technology.

Teach children as groups not in groups.

Turn education into problem solving not just imparting information.

Establish effective working relationships through developing mutual respect and establishing clear levels of communication between pupils/teachers and parents.

Create an environment where education is valued.

Work as a team, collaborating and planning together in order to provide consistent classroom practice with regard to whole school policies, teaching methods, organisation and behaviour.

Manage the working environment to ensure a secure, orderly and purposeful approach to teaching and learning within a variety of situations.

Organise attractive, stimulating areas, which allow children to work independently, in pairs, within small groups and in whole class situations.

Communicate clearly and effectively with pupils through a variety of teaching styles and strategies by questioning, instructing, explaining and providing feedback.

Present subject content and learning tasks in a clear, stimulating manner so as to maintain pupil's interest and motivation.

Maintain high expectations of their pupils so that they are challenged and encouraged within their capabilities to take responsibility for their learning and working environment.

Use assessment to record and monitor pupil's progress in order to identify strengths and weaknesses of individual pupils.

Plan to use these assessments, alongside Schemes of Work, National Curriculum documentation including Literacy and Numeracy strategy documents, regularly reporting to parents and children regarding their progress.

4.2 Effective Learners

Reason consistently; work collaboratively and learn continuously.

Collaborate and share ideas.

Ask questions and follow their own line of thinking.

Are given freedom to learn.

Take risks, have a go and do not fear failure.

Are able to live with uncertainty.

Are innovative, flexible and are able to think at an angle.

Make decisions about what they want to do, where, with whom, and what resources they will need.

Have time to play, explore and experiment with their ideas and knowledge.

Talk about what they have done, discovered or improved.

Learn in a playful way, seeing tasks as an extension of play.

Are confident and independent and can take responsibility for themselves.

Feel a sense of responsibility and ownership for their own learning.

Learn through all their senses within a secure, stimulating and caring environment.

Learn, where possible, through first hand experience, making use of the immediate school environment and the local area.

Learn with and from each other.

Give up less easily and learn from their mistakes

Develop the skills of;

Thinking critically; communicating; co-operating, collaborating; creating, discovering, evaluating, experimenting, imagining, investigating, listening, observing, persevering, problem solving, questioning, recording, researching, self-managing and understanding.

4.3 Effective Learning Environments

Have clearly labelled, accessible and age related resources.

Have interesting attractive, stimulating displays of current work.

Have well organised and clear places for equipment, good labelling and easy access

Are well resourced and have plentiful supplies of equipment and ideas for their flexible use

Have clearly defined areas which enable children to take responsibility for their own learning

Are areas where they can be quiet, noisy, active, reflect and be with friends

Are flexible and allow opportunities for children to move

Have class charters, which are agreed by the class and are clearly displayed.

Provide a safe and secure learning environment

5. STAFF DEVELOPMENT

The needs of the individual will be matched to the needs of the School and the need for becoming up to date within one's subject area.

The School Improvement Plan; Head Teacher's Report and Performance Management Files detail the specific training taking place..

6. FINANCE AND RESOURCES

The School Improvement Plan will identify specific curriculum areas in need of development over a period of three years and finances will be linked in this way.

7. LIAISON

7.1 Links with Parents

A Parental Involvement Committee, which is now part of the Learning and Community Committee, encourages parents to take an active part in their children's learning, regularly gathering parent views, feedback, ideas and issues.

A Home /School agreement between children, parents and staff sets out how we all work together as a team.

Curriculum year meetings, subject meetings and Evenings ensure there are opportunities for parents To keep fully in touch with their child's learning.

Prior to school entry the children are visited in their nurseries and playgroups and parents and teaching staff have induction meetings at the beginning of the autumn term..

7.2 Links with the Community

We work closely with our family group of schools on cross phase moderation and events, such as Concerts, Art and Maths exhibitions and Writing activities. Liaison with Social Services and other support agencies take place when necessary.

AIS support, advice, training is planned within the School Improvement Plan.

7.3 Educational Visits and Visitors

We believe that the curriculum is enriched and broadened where visiting artists, sculptors, magicians, farms musicians, storytellers, puppeteers and theatre groups come in to work with us. With the help of the Heene Helping Hands we are committed to ensuring that these activities take place on a regular basis,

We also believe that taking part in Educational visits enhances the child's curriculum, especially with topic based subjects such as Geography/History and Science. We will use the resources and amenities within the immediate environment, where possible with costs being subsidised by the school in order to ensure that no financial hardship ensues.

8. MONITORING AND EVALUATION (SEE POLICY)

The Headteacher and Senior Management Team monitor standards of Teaching and Learning within school regularly.

Work will be moderated; classroom observations will take place.

Subject Co-ordinators will monitor their standards within their own subject area yearly.

The Governors will regularly receive information concerning the standards of teaching and learning within school.

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