

Teaching and Learning Policy

This policy has been revised in light of the following documents and initiatives – Every Child Matters, Excellence and Enjoyment, the Primary Strategy, Equality Policies – in order to create opportunity, release potential and achieve excellence.

At Keston Primary School we believe in providing a secure, friendly and stimulating environment where a child can come each day with confidence, finding satisfaction in his/her achievements and enjoying the companionship of others.

We believe every child matters; 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 believe that children learn best in different ways. At our school we provide a rich and varied learning environment that allows them to develop their skills and abilities to their full potential. We aim to provide an inclusive education within a culture of high expectations.

Through our teaching we aim to:

- enable each child to realise his/her physical, emotional, social and intellectual potential through the development of the necessary skills, concepts and knowledge.
- 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;
- value and respect each individual whatever their race, creed, gender, (see R.E.P.) physical or mental capacity.
- foster a caring attitude and in so doing, to promote positive attitudes towards other people, enabling children to understand their community and help them feel valued as part of this community.
- help children grow into responsible, independent and positive citizens.

At Keston Primary School, we see teaching and learning as a process of co-operative team- work. We welcome and encourage the involvement of parents, governors and others from the community by inviting them to be actively involved in the classroom and to events and activities throughout the year. We value their views, skills and support. The teachers aim to fulfil their part of the home/school agreement.

Effective learning

We acknowledge that children learn in many different ways and we recognize 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.

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 to learn.

We offer opportunities for children to learn in different ways through:

- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

The children will develop cross curricular key skills in

- communication
- working with others
- problem solving
- improving own learning and performance
- I.T.
- Application of number

The children will develop thinking skills in

- enquiry
- reasoning
- creative thinking
- decision making
- information processing
- evaluation

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use our school's schemes of work which detail what is to be taught to each year group to guide our teaching.

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 (I.E.P.s). We have high expectations of all children, and we believe that their work here at Keston Primary School is of the highest possible standard.

We set academic 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 at the end of the academic year and set revised targets.

We plan our lessons with clear learning objectives. We take these objectives from the Guidance for the Early Years Foundation Stage, the National Curriculum, National Primary Strategy and Q.C.A. documents as appropriate. Our lesson plans contain information about the tasks to be set, the resources needed. We evaluate the children's progress so that we can modify and improve our teaching in the future.

Each of our teachers 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 opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. 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 aim to ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission and follow the guidelines in our Health and Safety Policy.

We deploy teaching assistants, personal support assistants and other adult helpers as effectively as possible working in collaboration with and under the guidance of the class teacher. Sometimes they work with individual children, small groups or perform tasks within the classroom.

All our teachers reflect on their strengths and weaknesses 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.

We conduct all our teaching in an atmosphere of trust and respect for all.

Effective classrooms

We believe that the classroom environment has a big impact on children's learning. A stimulating environment sets the climate for learning, promotes independent use of resources and high-quality work by the children. Well-established rules and routines support this learning by setting high expectations and making it explicit that poor behaviour and lack of effort are unacceptable.

In our classrooms we will aim to-

- include curriculum displays with statements and key questions that highlight key learning points and reflect the learning process
- display learning objectives and success criteria
- create a layout that supports inclusive, interactive teaching
- have clearly labelled resources to encourage independent learning
- ensure that we have a wide range of books attractively displayed, well organised and easily accessible.

The role of governors

Our governors-

- 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-review processes. These include the annual head teacher's report to governors as well as a review of the in-service training sessions attended by our staff
- will work in school whenever possible
- attend special events and activities

The role of parents

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:

- sending 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;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

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- holding parents' evenings throughout the year-

Autumn Term- Parents' Evening for class teacher to give overview of curriculum and to set expectations for that year group Drop- in evenings for class teacher to discuss individual children.

Spring Term- Parents' Consultation Evenings to discuss progress and targets

Summer Term- Individual written report with targets
Open Evening for parents and children to celebrate the year's work

We 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;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- 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;
- fulfil the requirements set out in the home/school agreement.

Monitoring and review

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.

Reviewed 2009