

ROWDOWN PRIMARY SCHOOL

TEACHING AND LEARNING POLICY



At Rowdown Primary School we consider the raising of standards of achievement, social, moral and spiritual development to be the foundation of good teaching. We believe that each individual child should be given the opportunity to achieve their full potential. This can be achieved through good teaching practise and planned learning, targeted at the children's needs. All staff take responsibility for raising standards in basic skills.

We value every member of our learning community; governors, parents, staff and the children who attend our school.

*We acknowledge that children come to school with diverse knowledge and from different cultural backgrounds. At Rowdown **all** children are valued and supported.*

This policy clearly sets out the principles of learning that the staff consider to be important for Rowdown Primary School.

We know that children learn best when:

- They are happy, confident and independent in a secure caring environment to which they feel they belong.
- They know and understand the learning targets and objectives.
- They have a sense of self-worth, feel confident in asking questions and are encouraged to use thought processes as part of their learning.
- The assessment procedures are supportive, positive, diagnostic and constructive based on the recognition of the child's efforts and achievements.
- They are valued as individuals and their work is positively assessed, with appropriate feedback, by the teacher, their peers and themselves, dependent upon their age, aptitude and ability.
- There are opportunities to work in a variety of situations; as individuals, or groups; with the teacher on a one to one basis; in a small group or whole class.
- The needs of individuals are assessed and supported through planned learning, advice and support from the Inclusion Team, classroom support and other external agencies.
- There are clear monitoring procedures.
- Clearly defined policies on behaviour and discipline are in place and implemented by all members of staff.

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- The children are respected and respectful and have a sense of ownership about their learning and community.
- The teachers are reflective and enjoy a collegiate relationship with colleagues, which enables them to consider their own teaching pedagogy and its strengths and weaknesses through training and development of all staff within the school.
- The school and parents work in partnership and the parents are actively involved in their children's learning.
- The children have access to a variety of teaching approaches, experiences and challenges.
- The children are equipped with the skills necessary to become independent learners.
- The classroom structure is made explicit and routines, expectations and targets are clear.
- The children value themselves and others regardless of race, culture, gender, religion or ability.
- There is a shared understanding of high expectations to ensure that all children achieve their full academic potential.
- They have access to a wide variety of resources, including ICT, to aid them in their work.

We aim:

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning.
- To promote a love of learning through which a child can become an independent learner.
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs.
- To provide a creative, broad and balanced curriculum which provides opportunity for all pupils to acquire content through variation and differentiation.
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
- To promote positive attitudes, good behaviour and moral understanding.
- To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others.

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We expect:-

- Staff to have secure subject knowledge and understanding. When support is needed teachers can seek advice from Senior Leaders or subject coordinators.
- Staff to plan appropriately for all groups of children and access high quality resources.
- That every lesson has a clear learning objective which is explained to the class.
- That all lessons demonstrate key elements of good AFL practice.
- That activities are varied and differentiated to ensure that children explore, develop and practice new skills/ concepts.
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding.
- Staff to provide appropriate resources, which support learning outcomes and provide challenge for all pupils including the effective use of ICT wherever possible. Teachers prepare and present many of their lessons using ICT and children use ICT to further their thinking or to present their work across the curriculum.
- That staff have high expectations of presentation, quality and quantity of work.
- TAs to be fully involved and active in lessons. We consider our teaching assistants to be one of our greatest resources. They are well trained and support pupils on a 1:1, small group, or whole class basis depending on needs. At all times the support should be aiming to make the child/children more independent in their learning. It is the class teacher's job to ensure that the TA is prepared for the lesson by equipping him/her with the necessary plans and equipment before the start of the lesson. During carpet sessions TAs are used to take assessment notes or to support individuals.
- Staff to use feedback and effective marking. This is embedded in everyday practice and is used to inform teaching and learning. Feedback enables children to understand their strengths and weakness demonstrated in their work. Marking or oral feedback explains what the next steps should be and if effective, children will make excellent progress by building on previous learning.
- Staff to use effective questioning which challenges the children to deepen their thinking. Teachers take time to plan effective questions which go beyond straight recall.
- All pupils to have the right to work in a tidy, well-organised classroom. The classroom should be organised to facilitate learning and the development of

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independence. Fully inclusive classroom environments can both support and enrich the learning of all children as well as being vibrant and welcoming.

Monitoring and Evaluation:

The use of this policy is monitored in the following ways:

- The work and presentation in pupil's books are monitored regularly by the SLT and subject coordinators.
- Year group teachers along with an SLT members scrutinise books each term to ensure consistency.
- Lesson observations are undertaken by the Executive Head/ Head of School/ Deputy Head of School approximately 3 times per year in total. In addition subject leaders carry out classroom observations in order to support their colleagues.
- The Executive Head/Head of School carry out regular learning walks.
- Performance management team leaders observe all teachers/support staff as part of the performance management process.
- Subject leaders meet regularly with the Deputy Head of School to identify strengths and areas for development in their subject.
- Demonstration lessons and peer observations are arranged where appropriate.
- Data meetings are held termly with year group teachers and the Head of School.

Role of Governors

It is the role of governors to monitor and review the policy and its practice through:

1. Visits to oversee the delivery of their subject/area.
2. Receiving and discussing reports from the Head of School.
3. Promoting and ensuring equal opportunities and inclusion.

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