



Hardwick Community Primary School

Teaching and Learning Policy

November 2009

1. RATIONALE

1.1 Our school values underpin the teaching and learning at Hardwick Community Primary School. They state that:

- We seek to provide a safe, secure and stimulating environment in which all children will feel happy, cared for and confident, nurturing high self-esteem by the celebration of their endeavours and successes in all areas of their life.
- We believe in developing children's moral and spiritual awareness, encouraging children to understand the feelings and values of others and to consider thoughtfully their own attitudes, values and beliefs.
- We are committed to providing a high standard of education, through a broad, balanced and stimulating curriculum, which will foster independence, encourage personal achievement and prepare each child for life in the wider world.
- We recognise that our society is diverse and multi-cultural and we foster mutual respect and tolerance of everyone.
- We offer equal opportunities by recognising that all children have individual needs and learning styles, which we will strive to meet through the use of a variety of teaching methods allowing children to reach their full potential.
- We recognise the importance of parents and carers as co-educators and promote strong links between school, home and the wider community.
- We actively promote children's thinking skills, innovation and creativity as well as attitudes of honesty, commitment, self-discipline and responsibility.
- We are committed to providing opportunities in school for enhancing emotional and physical health.

1.2 We believe that quality learning is fostered by:

- quality teaching, which is itself informed by regular assessment and oral and written feedback;
- a variety of teaching styles and strategies;
- children valuing their learning;
- children being involved in their own learning and understanding what they need to do to improve;
- high expectations of children by all staff;
- children being encouraged to develop enquiring minds;
- children being encouraged by all staff to become increasingly independent learners;
- parents and carers being involved in developing their children's learning;
- providing a rich and varied learning environment both inside and outside of the classroom;
- children being provided with a purpose and context for their learning.

1.3 Through our quality teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- raise the achievements and standards of all the children in the school;
- 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;



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- 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.

1.4 We acknowledge that people learn 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 take account of visual, auditory and kinaesthetic learning styles when planning our teaching. In so doing many different learning opportunities are made available to the children. These include :

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- multi-media activities (eg viewing multimedia and responding to musical or other recorded material)
- debates, discussions, role-plays and oral presentations;
- designing and making things;
- child-initiated learning;
- participation in athletic or physical activity.

We encourage children to take responsibility for their own learning. We do this through involving them as far as possible in reviewing the way they learn, to reflect on how they learn and what they have learnt. They do this through a variety of means and this is recorded in their Learning Journals. They also have the opportunity to choose elements of their learning through Golden Mornings.

2. ORGANISATION

2.1 Our learning environment will aid learning by:

- creating a caring and considerate environment where all children feel safe;
- providing good role models through the way that we interact with all adults and children;
- developing classroom environments in which children feel valued, respected and safe;
- creating an environment where it is acceptable to make mistakes and be challenged;
- involving all pupils in the way the school is run and valuing their opinion, through class and school councils;
- providing exciting opportunities for learning, which enrich the curriculum and include after-school activities, visits and input from the wider community;
- being organised in such a way that the children feel comfortable and valued;



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- creating classroom environments that embody a range of displays that are bright, stimulating and celebrate children's work, as well as promoting learning;
- having an atmosphere suitable for the style of session;
- providing drinking water in all classrooms, promoting nutritious school dinners and encouraging healthy snacks at playtime in order to contribute towards good physical and mental health;
- providing as many opportunities for learning outside the classroom as possible.

2.2 Our lessons will aid learning by:

- basing our teaching on our knowledge of the children's level of attainment, using objectives that are right for the next steps in learning for all groups of children in the class;
- ensuring that all tasks set are appropriate to each child's level of ability, through good differentiation;
- sharing objectives and success criteria with the class and focusing on them for assessment;
- encouraging the children to develop self-assessment skills by focusing the children on their next step targets;
- providing quality feedback to all children about how they can improve their work;
- recording key levelled assessments in the Learning Journals;
- giving due regard to information and targets contained in the children's Individual Learning Plans;
- effectively deploying teaching assistants and other adult helpers as effectively as possible, sometimes working with individual children and sometimes working with groups;
- having well-paced, enthusiastic and enjoyable delivery;
- featuring good questioning and interaction between teacher and pupils;
- addressing the different learning styles of all children in the class;
- celebrating the children's achievements with them and rewarding good work through positive feedback and extrinsic rewards;
- establishing daily routines that work efficiently and effectively to ensure that teaching time is not lost;
- teachers planning and preparing well for lessons, including the organisation and preparation of quality teaching aids / resources;
- treating the children with kindness and respect;
- all staff following the positive behaviour policy;
- teachers reflecting on, modifying and improving teaching to inform future planning.

2.3 The curriculum will aid learning by:

- being as stimulating as possible for the children;
- endeavouring to provide our children with first-hand experiences and activities as much as possible. Out-of-school experiences, such as trips, role-play events, visiting experts/groups, use of the grounds and local area are used wherever possible to enhance an enjoyable, memorable and rich curriculum experience;
- providing full coverage of the national curriculum;
- provide opportunities for maximum cross-curricular learning;



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- being planned in such a way as provides good linkage with prior learning, utilising learning objectives as appropriate from the National Curriculum, EYFS, QCA Schemes of Work, the Literacy and Numeracy Strategies and other frameworks;
- reflecting the views of pupils on curriculum construction;
- providing for the emotional, social, health and physical needs of pupils;
- allowing opportunities for children to develop areas of skill.

2.4 Parents will aid learning by:

- being provided with suitable homework and support literature for helping their children;
- being given accurate feedback during parent consultations;
- being informed of children's current learning targets every half term via access to the Learning Journals and ILP targets after reviews;
- being provided with information about the topics and working practices of the class;
- participating in open events in the school, allowing them to learn alongside their children and gain access to school information;
- having pupils' achievements shared with them through the school newsletter;
- ensuring that their child has the best attendance record possible;
- informing school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- sharing any achievements and progress the child makes at home with the school;
- promoting a positive attitude towards school and learning in general.

3. STRATEGIC RESPONSIBILITIES

3.1 The role of the Headteachers

The Headteachers are responsible for:

- the effective allocation, purchase and maintenance of resources to aid effective teaching and learning;
- ensuring that the school building and premises are best used to support successful teaching and learning;
- monitoring the quality of teaching and learning in the classroom;
- monitoring the effectiveness of teaching and learning in raising pupil attainment;
- ensuring that the progress of pupils is tracked and that challenging school targets are set;
- ensuring that the school responds to new initiatives and incorporates these through good practice;
- ensuring that appropriate risk assessments are in place so that children learn in a safe environment;
- providing staff training opportunities to help develop teaching and learning;
- monitoring curriculum developments;
- ensuring performance management targets are focused on raising pupil attainment and achievement;
- providing regular reports to the Governing body on matters of teaching and learning and pupil attainment and achievement.



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3.2 The role of the Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school building 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;
- monitor that staff development promotes good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include data analysis and reports from core subject leaders and the termly head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

4. UPDATE AND REVISION

- 4.1** This policy will be reviewed and revised every four years.