

Holy Trinity Church of England (Aided) Primary School

Teaching and Learning Policy

'The Best for Every Child'

Rationale

At Holy Trinity Primary School we believe in the concept of lifelong learning and the idea that both children and adults 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 people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

We believe that children learn best when they :

- are happy, interested and motivated,
- achieve success and gain approval,
- are given tasks which match their ability,
- clearly understand the task,
- are confident,
- feel secure and are aware of expectations,
- are challenged and stimulated.

Through our teaching we aim to:

- enable children to become responsible, reflective, resilient, 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;

- show respect for all cultures and abilities 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.

This policy should be read in conjunction with the following policies:

- Behaviour;
- Marking and Feedback;
- Assessment;
- Health and Safety;
- Subject specific policies;
- Inclusion;
- SEN;
- RE;
- Gifted and Talented;
- Equal Opportunities

Effective learning

Multiple Intelligences

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 into account these different forms of intelligence (linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective). We take into account these different forms of intelligence and learning styles (V- visual, A-auditory, K-kinaesthetic) when planning teaching and learning activities.

Provision

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;

- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions (referring to Bloom's Taxonomy);
- use of the computer, internet and whiteboards;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching relevant video/DVDs and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

The 5 Rs of Learning

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 for them to learn. We promote the 5 skills of a good learner; Responsibility, Resourcefulness, Respect, Resilience, Reflection.

Effective teaching

Planning

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. Long and Medium Term plans ensure broad and relevant provision of the National Curriculum Programmes of Study (stored on 'Staffworks' on the main server). 'Context for Learning' themes address the majority of the Foundation subjects through the Key Skills. Short Term plans for Literacy and Numeracy are clearly differentiated with assessment opportunities identified. We conduct all teaching in an atmosphere of trust and respect. 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 aim to ensure that all tasks set are appropriate to each child's level of ability and make good use of ICT as a teaching and learning tool. Specific tasks for

Gifted and Talented children are set each week in Literacy and Numeracy and are identified in the planning.

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 (IEPs). We have high expectations of all our children and we believe that their work here at Holy Trinity should be of the highest possible standard.

We plan our lessons with clear learning objectives and success criteria. We take these from the National Curriculum or the National Literacy or Numeracy Strategies. Our lesson plans contain information about the tasks to be set, the resources needed and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

Targets

We set 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 continuously through our marking policy and set next step targets to 'close the gap' between current and desired performance. Curricular targets are also set each term for Literacy, Numeracy, Science and ICT. These are displayed in each classroom and ICT targets in the ICT suite.

Assessment

We believe assessment supports good teaching and learning. Assessment helps to provide an evaluation of what has been taught and learned, as well as identifying pupils' strengths and weaknesses. We try to ensure that there are no significant differences between boys and girls performances and the attainment of children of different ethnic origins. Our assessment for learning is above all concerned with helping children decide what steps they need to take (closing the learning gap) and how best to achieve this development through target setting and intervention programmes.

Rules and Routines

Each member of staff makes every effort to establish good working relationships with all the children they work with. 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 staff follow the school policy with regard to discipline and classroom management.

We set and agree with the 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 have high expectations of behaviour at all times. When children are unable to meet these expectations we follow the guidelines for sanctions as outlined in our school Behaviour Policy. Routines and rules in the classroom contribute to a healthy learning environment. They should be:

- agreed by the children and clearly understood;
- fair and consistent;
- realistic and positive;
- kept to a minimum and enforced;
- based on the five Golden Rules.

All rules result in the children knowing the boundaries for behaviour and should be set within the terms of the Behaviour Policy. Each classroom has a copy of the Golden Rules on display.

Risk Assessments

We ensure that all tasks and activities that the children do are safe. Risk assessments are carried out routinely and in accordance with Education Leeds requirements. When we plan to take the children out of school, we first inform parents and obtain their permission.

Deployment of Adult Helpers

We deploy Learning Support Assistants (LSAs), students and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Higher Level Teaching Assistants (HLTAs) may be required to take a whole class. Voluntary helpers are a valuable resource and are helped to fully understand the activities in which they are involved.

Classroom Environment

Each classroom is an attractive learning environment. Displays are changed at least once a term, to ensure that the classroom reflects the aspects of the curriculum being studied by the children. Work displayed should be of a high standard and use both 2D and 3D in a variety of media wherever possible. Learning displays should, if possible, be interactive. We ensure that all children have the

opportunity to display their best work at some time during the year. Each class should have an RE and Target board display. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to Literacy and Numeracy. We believe that a stimulating environment sets the climate for learning. An exciting classroom promotes independent use of resources and high-quality work by the children. All classrooms should:

- be stimulating and challenging;
- be peaceful and calm;
- be happy and caring;
- be well organised and resourced;
- be welcoming;
- provide a working atmosphere and equal opportunities.

Celebrating Achievements

All achievements are celebrated in many ways as an ongoing process in all aspects of school life, by:

- verbal or written praise by staff, peers, headteacher and parents;
- displays of work;
- opportunities to perform or share;
- awarding Trinities and Blue 'Achievement' Postcards posted home;
- taking on responsibilities e.g. table monitor, etc;
- sharing success with the community, e.g. press releases.

Classroom Management

It is important that activities are planned well so that:

- each child is working at their correct level;
- they begin promptly;
- the pace is appropriate.

All children should know what to do as soon as they enter the classroom and after they have finished an activity.

Supply Teachers

All teachers should liaise with the supply teacher or leave written guidance if possible. The supply teacher is expected to teach from the planned learning objectives. All supply teachers will have

received a handbook outlining procedures and behaviour policy. Class teachers should ensure their timetable and any SEN information is available to the teacher.

School Policies

School policies are located on the main server under 'Staffworks'. It is the duty of each member of staff to be familiar with school policies and apply them.

Equal opportunities

All children have a right to equal opportunities.

School environment

Cleaning is carried out by our team of cleaning staff. Nevertheless everyone must take responsibility for their environment both within and around the school to keep the areas clean and tidy.

Continuing Professional Development

All our staff reflect on their strengths and areas for development and plan their professional development needs accordingly. This is linked to the School Improvement Plan and Performance Management targets.

The Role of Governors

The Governing Body 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 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-evaluation process. These

include reports from subject leaders and the headteacher's reports to the Governing Body.

The Role of Parents/Carers

School / Parent Communication

We believe that parents/carers have a fundamental role to play in helping children to learn. Parents are informed about what and how their children are learning by:

- holding 'Parent Forums' to explain our school strategies for teaching different aspects of the curriculum;
- termly Parent Consultation Evenings;
- sending 'Transition Packs' to parents and holding induction meetings during the Summer Term to inform them of expectations and curriculum coverage for the following academic year;
- sending termly 'Key Experiences' letters explaining curriculum coverage for that term in more detail;
- sending reports to parents/carers explaining the progress made for that year;
- maintaining an 'Open door' policy to enable a regular dialogue between school and home.

Parental Responsibility

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 in order to take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Date adopted:

Date reviewed: