



Stanford in the Vale CE Primary School Policy on Teaching and Learning



1 Introduction

1.1 At Stanford in the Vale CE Primary School, we believe in the concept of lifelong learning, and in 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; in short, 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.

2 Intent

2.1 We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

2.2 Through our teaching, we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of 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 it;
- help children grow into reliable, independent and positive citizens.

3 Implementation

3.1 Research tells us that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching.

3.2 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We therefore play music to accompany learning, provide 'brain breaks' at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water.

3.3 All teaching will be structured to maximise learning opportunities, and lessons will be planned in accordance with the following principles:

- the teaching should build on previous learning;
- equip pupils with the knowledge and cultural capital they need to succeed in life;
- it should give pupils the 'big picture' of the lesson;
- the teacher should explain the learning objectives/WALT, and why the lesson is important;
- the lesson should be presented in a range of styles;
- it should allow opportunities for the pupils to build up their own understanding through fluency tasks, applying/problem solving tasks and enquiry tasks;
- it should allow opportunities for the children to review what has been learnt;
- it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
- the teaching should include editing / reconsideration of choices made.



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

- investigation, enquiry and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of IT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching visual clips and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in physical activity.

3.5 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

4 The role of teaching staff

- 4.1 When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We teach through an enquiry approach based on the National Curriculum objectives (September 2013).
- 4.2 Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our 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 child's Pupil Profile. Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.
- 4.3 We set targets for the children in each year, and we share these targets with children and their parents. We review the progress of each child throughout the academic year, and set revised targets.
- 4.4 We plan our lessons with clear learning objectives/WALTs. We take these objectives / WALTs from the National Curriculum. Our planning contains information about the tasks to be set, the resources needed, and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.
- 4.5 Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to behaviour and classroom management. We set and agree with children the classroom rules, and we expect all children to comply with the 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



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insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour.

- 4.6 We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.
- 4.7 We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.
- 4.8 Our classrooms are attractive learning environments. We change displays regularly, so that the classroom reflects the topics studied by the children and the learning journey that is taking place. All classrooms have a range of dictionaries and of both fiction and non-fiction books, as well as working walls relating to English, Maths and Science. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting, organised classroom promotes independent use of resources, which results in high-quality work by the children.
- 4.9 All of our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice, through observations by senior leaders, peer observations, team teach, learning walks, attending training within school and outside, sharing of good practise within school and across SPS schools.
- 4.10 We conduct all our teaching in an atmosphere of trust and respect for all.

5 The role of governors

- 5.1 Our governors determine, support, monitor and review the school's approach to 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 used optimally to support teaching and learning;
 - check teaching methods in the light of health and safety regulations;
 - seek to ensure that our staff development and our appraisal process both promote good-quality teaching;
 - monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports on pupil progress and attainment, subject leader reports, the headteacher's report to governors, and a review of the continual professional development training sessions attended by staff;
 - hold the headteacher to account for the implementation of this policy.

6 The role of parents

- 6.1 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 holding parents' evenings to explain our school strategies;
 - by sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;
 - by sending mid-year online reports which indicate areas children need to work on and the level they are working at;
 - by allowing Foundation and Key Stage One parents access to Class Dojo to review observations of their child and the next steps that are needed;
 - by sending parents annual reports in which we explain the progress made by each child, and indicate how the child can improve further;



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- by explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their various activities.

6.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home-school agreement.

7 Impact

7.1 We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Pupil progress meetings
- Gathering input from the school council/pupils
- Planning scrutinies
- Book scrutinies
- Appraisal meetings

8 Review

8.1 We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

9 Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEND policy
- Marking policy
- Home-school agreement
- Assessment policy

Signed: Amanda Willis

Reviewed: March 2022

Next Review: March 2024