

South Otterington Church of England V.C. Primary School



Teaching and Learning Policy

Summer 2012
Review: Summer 2015

Teaching and Learning Policy

At South Otterington Church of England 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 important things. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims

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.

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 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.

Effective learning and teaching

- We focus on motivating all children to achieve and succeed.
- We plan our lessons, using the National Curriculum, as part of a creative curriculum with clear learning objectives and opportunities for personalised learning.
- We plan for a range of different learning styles e.g. visual, auditory and kinaesthetic.
- We develop a positive atmosphere. We 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.
- We encourage the embracement of challenge; resilience and independent learning.
- Concerning the structure of a lesson, we embrace learning-theory which tells us:
 - to connect concepts with previous and future learning;
 - to give learners the 'big picture' of the whole lesson;
 - to explain the learning objectives and success and criteria and why the lesson is important;
 - to review what has been learnt;
 - to provide feedback, celebrating success and providing next steps.
- We offer a wide variety of learning opportunities. These include:
 - investigation and problem-solving; research and discovery;
 - independent, pair, group or whole-class work;
 - asking and answering questions;
 - use of ICT and multimedia;
 - fieldwork and visits to places of educational interest;
 - creative activities; designing and making things;
 - discussions, debates, role-plays and oral presentations;
 - participation in athletic or physical activity.

- We encourage children to take responsibility for their own learning, to be involved as far as possible in planning and 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.
- Teaching assistants and other adult helpers are highly valued in the classroom and have an effective role in terms of supporting learning in school.
- Staff strive to teach outstanding lessons (see the lesson observation proforma based on Ofsted criteria).

Subject Leadership

The school broadly organises subject leadership into the six areas of learning: Communication, Language and Literacy (including MFL); Mathematical Development; Knowledge and Understanding of the World; Personal, Social and Emotional Development; Creative Development and Physical Development (See Roles and responsibilities for further details).

The role of governors

Our governors support the school's approach to teaching and learning. In particular there are link governors assigned to each subject area. They assist the subject leader with the action plan.

Governors monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which includes reports from subject leaders and the headteacher's report to governors which includes a review of training sessions attended by staff.

The role of parents

Parents have a fundamental role to play in helping their children to learn. We do all we can to inform parents about what and how their children are learning:

- by holding relevant parents' information evenings;
- by sending information to parents, which outlines the topics that the children will be studying during that term at school;
- by holding formal parents' evenings and by sending parents reports in which we explain the progress made by each child and indicate how the child can improve further;
- by explaining to parents how they can support their children with their learning using the Parents' handbook;
- by communicating via the homework diary.

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 sign and fulfil the requirements set out in the home-school agreement (Appendix 1).

Appendix 1: HOME-SCHOOL AGREEMENT

I am very pleased indeed to welcome you and your child as members of our school community. I hope that we shall work closely together so that your child will have a happy and successful time at South Otterington Church of England School. Your child's education will be greatly enhanced if we are able to develop a partnership which is for your child's benefit.

In time your child will also become more actively involved in this partnership. An effective link between home and school will ensure that your child develops intellectually, socially and emotionally and is able to take full advantage of everything our school has to offer.

The child's and parent's entitlement

The Governors, Headteacher and all the staff associated with South Otterington Church of England School will ensure that a framework exists within which everyone can play their part to contribute to the success of each child. We will ensure that the school's organisation and structure will contribute to the success of each individual by: -

- offering an effective means of communication for exchanging information, queries and views on all school matters;
- providing programmes of study suitable for your child's age and ability and aptitude in line with the National Curriculum requirements;
- advising and giving guidance about your child's programme of work;
- monitoring your child's progress and achievement and explaining and discussing the results with you;
- arranging regular meetings to discuss your child's progress;
- alerting you to any difficulties as they appear;
- establishing a code of behaviour to ensure a safe and caring environment.

The school's entitlement

As parents, you too will play an important part in your child's education, by supporting your child throughout the time at South Otterington Church of England School. You will know how best to achieve this because you are closer to your child and understand them more than we ever will in school.

However, our experience suggests that there are ways in which you can demonstrate your interest in a valuable and supportive way by showing:

- a sympathetic understanding of the needs and concerns of your child while a pupil at school;
- an interest in your child's work and wherever possible taking an active part in supporting this study;
- a willingness to take part in a two-way communication with school in order to keep up to date with your child's progress;
- a willingness to share any concerns about your child's health, education and behaviour;
- support for the school's code of behaviour;
- an interest in the wider community activities of the school;
- a willingness to inform the school about any absence and provide a note of explanation.

It is important that we should both recognise and agree to play a part in this partnership and I hope that you will be prepared to sign the attached agreement to show that you understand and support the sentiments of this letter.

**South Otterington Church of England Primary School
Home School Agreement**

Child's Name: _____

1. The Parents/Carers

I/We shall try to:

- see that my child goes to School regularly, on time and properly equipped;
- let the School know about any concerns or problems that might affect my child's work or behaviour;
- support the School's policies and guidelines for behaviour;
- support my child in homework and other opportunities for home learning;
- attend Parents' evenings and discussions about my child's progress;
- get to know about my child's life at the school;
- inform the school if my child is absent.

Signature(s)

2. The School will

- care for your child's safety and happiness;
- contact you if there is a problem with attendance, punctuality or equipment;
- provide a balanced curriculum and meet the individual needs of your child;
- let you know about any concerns or problems that affect your child's work or behaviour;
- arrange evenings during which your child's progress will be discussed, and send home an annual report;
- keep you informed about School activities through regular newsletters and notices about special events.

Signature (Headteacher)