

STANWELL FIELDS C OF E PRIMARY SCHOOL
TEACHING and LEARNING POLICY



People responsible: SLT and all teachers
Date reviewed: September 2016
This policy will be reviewed: Each Autumn Term

Adopted by governors: 

School Vision

To encourage and support thoughtful, happy and responsible children with a lifelong passion for learning, within a Christian community.

Purpose

At Stanwell Fields, we believe learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that meaningful teaching and learning experiences contribute to children becoming successful learners who lead rewarding lives as thoughtful and responsible citizens. Our purpose is to offer a curriculum which is broad, balanced and differentiated to meet the needs of all children and fulfil the requirements of the national curriculum.

Aims

As a school, we aim:

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to understand their community, their place and value in it and their roles and responsibilities as citizens of Britain
- To enable children to become confident, resourceful, enquiring and independent learners
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture
- To encourage children to take pride in themselves, their work and the work of others

Implementation

At Stanwell Fields we believe:

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- effective and focussed learning activities with clear objectives and outcomes

- a clear understanding by the children of the method and purpose of activities in which they engage
- progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour)

TEACHERS WILL ENSURE THAT:

- work is planned, shared in good time and is available in blue planning files on desks at all times
- planning is on the school format
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- Programmes of Study in Years 1-6 are informed by the National Curriculum 2014
- there is a broad and balanced Curriculum Map in place that ensures continuity and progression
- subject specific curriculum policies are in place
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, work and marking scrutinies, learning environment audits and pupil voice interviews

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- creative teaching and creative learning
- teaching that supports the development of skill and knowledge, making learning accessible and motivating for children
- learning-activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- a pace of learning that is optimised for progress and high quality outcomes
- children's home-learning being valued
- children learning independently
- children collaborating on projects
- children enjoying their learning
- teachers making reference to and children using the language of Building Learning Power
- opportunities for children to learn and record in different ways

TEACHERS WILL MAKE SURE THAT:

- well-judged and effective teaching strategies successfully engage pupils in their learning
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- well framed questions, knowledgeable answers and the use of discussion, promotes deep learning
- appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas of study

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Celebration Assembly, newsletters, display boards and the school website
- whole school events provide points of shared discussion and motivate learners across the school

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning
- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- children with specific learning needs receiving support at the time and level it is required to optimise their learning
- pupils supporting one another where appropriate
- independent learning, where children use assessment information to direct their own learning activity
- Learning Support Assistants being deployed effectively to support and challenge children as appropriate in each lesson
- children's target cards being used during lessons and when marking and giving feedback

TEACHERS WILL MAKE SURE THAT:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- marking is frequent and regular (see Marking and Feedback policy)
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- they keep agreed assessment records (Reading Records, Phonic Tracker Sheets and APP records) and submit data half termly to enable pupil data tracking in reading, writing and maths; termly in RE and Science.
- Learning Support Assistants are well informed, prepared and managed to ensure a positive impact on pupil outcomes
- children's target cards are up to date and are being used regularly in the classroom so children know how to improve (Writing and Reading target cards will be stuck into literacy and guided reading books; maths target cards will be kept in Basic Skills Maths folders)

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- we adhere to the Stanwell Fields Marking and Feedback Policy that ensures consistency of practice
- there is an efficient system of data tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving year group partner teachers and members of the Senior Leadership Team
- there is an Inclusion Team to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary

Children learn best when the learning environment is ordered and engaging, the atmosphere is purposeful and they feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- an atmosphere of mutual respect between adults and children
- children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- children's high self-esteem, with all children feeling valued and secure
- children taking risks in their learning, and learning from their mistakes

- children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
- organisation of classroom routines and resources to optimise learning

TEACHERS WILL MAKE SURE THAT:

- they teach children how to behave well and reinforce BLP principles
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy, and these are applied fairly and consistently
- good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner – they will not shout or lose their temper
- children will be encouraged in their learning and their efforts will be praised both in the classroom and in collective worship
- any criticism will be constructive and children's self-esteem will always be maintained

IMPLICATIONS FOR THE WHOLE SCHOOL:

- a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
- high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff
- safeguarding procedures are in place and are adhered to

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children's home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school

TEACHER'S WILL MAKE SURE THAT:

- useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent, teacher meetings and an annual written report
- parents know how they can support their child's learning at home or in school
- they are approachable and available to parents (by appointment if necessary)
- information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via text, letter or email
- they set appropriate home-learning activities to develop children's understanding of topics covered in class

IMPLICATIONS FOR THE WHOLE SCHOOL:

- Home School Link Worker to develop parental engagement and offer support as needed
- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website

Equal Opportunities

All children have equal access to the curriculum and resources, regardless of gender, race, ethnicity, religion or ability. Teachers aim to portray positive role models of gender, race, ethnicity and disabilities through display and in their teaching.

Spiritual, Moral, Social and Cultural Development

Wherever possible, teachers aim to develop a sense of awe and wonder through the curriculum that is provided. They aim to raise awareness of different cultures, developing understanding and tolerance for differences. The school aims to enable children to develop into responsible members of society, showing respect for their surroundings, others and upholding British Values.

Monitoring

The Senior Leadership Team regularly monitor teaching and learning, planning, work, marking and the learning environment across the school to ensure consistency and offer feedback on strengths and areas for development. There is a monitoring calendar in place to reflect this and ensure all members of the SLT are involved in the monitoring of teaching and learning. Governors are invited to take part in monitoring of teaching and learning alongside members of the SLT throughout the year. Teachers are also involved in 1:1 monitoring sessions and peer monitoring through staff and phase meetings.

Anti-Radicalisation

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Stanwell Fields CofE Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Links to other policies

Marking and Feedback
Behaviour
Safeguarding
All subject policies
Anti-radicalisation and extremism