

Kimpton, Thruxton and Fyfield Church of England Primary School	Effective Date:	February 2017
Policy and Procedure Statement		
TEACHING AND LEARNING POLICY	Revision Date:	As required
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Head Teacher		Mrs Zoe Newton
DSL		Mrs Zoe Newton

EQUAL OPPORTUNITIES

Kimpton, Thruxton and Fyfield CofE Primary School is committed to offering all children equal access to all aspects of the school curriculum regardless of gender, race, religion or ability.

RATIONALE

At Kimpton Primary School we believe that learning should be relevant, meaningful, enjoyable, and personalised for the individual. We strive to promote 'a love of learning for life' and convey the message that learning is a rewarding and enjoyable experience for everyone in the school community. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to direct their own learning and to be able to make informed choices in other areas of their lives. We endeavour to ensure that our Christian values of Love, Courage and Respect permeate all our practices and that all members of our community have the right to be safe, the right to learn and the right to be listened to.

VISION AND AIMS

This Learning and Teaching Policy is intended to promote consistency and high standards and support the achievement of the school aims, as outlined in the School Development Plan (SDP). Children will be encouraged to develop spiritually, morally, socially, culturally, emotionally and physically in order that they may fulfil constructive roles in society and contribute to their own well-being.

At Kimpton we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster:

- Enquiring minds that seek to learn more each day
- The ability to use and apply skills to new situations
- A sufficient level of Literacy, maths and ICT skills that will enable them to be 'Secondary ready'
- Imagination and creativity
- Conscientious young citizens who are tolerant and respect others' values
- An understanding of their local and wider community, showing an appreciation of the diversity of peoples backgrounds
- Pride in achievement and a desire to succeed
- Independent young people who are confident, resilient and able to cooperate with others
- Effective links between the school, the child's home and the community
- Understanding of Christian values and beliefs
- Equality of opportunity for all

EFFECTIVE LEARNING

At Kimpton we teach through a Focus Group method which allows every child personalised learning. We keep whole class teaching to a minimum.

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. These include:

- Group work, pair work, independent work and on occasion whole class
- Investigation and problem solving
- Research and questioning
- Reflecting upon and evaluating what has been learned
- Creative activities and opportunities for performance
- Designing and making things
- Participation in physical activity
- Use of a wide range of ICT
- Fieldwork and visits to places of educational interest

We encourage children to be involved in planning their own learning. This may be in collaboration with teachers when planning topics, or independently as child-initiated learning. Children are actively encouraged to self-evaluate what they have learned.

EFFECTIVE TEACHING

Our main considerations when teaching are to engage and motivate the children to learn and to clearly convey the skills and knowledge required for success. By fostering a positive and safe climate in class, we encourage children to take risks and to independently apply skills in new and exciting ways.

We believe children learn most effectively when the teacher provides:

- a culture based on mutual respect
- an atmosphere where children are prepared to take risks
- a clear purpose for a lesson that includes expectations of pupil achievement
- innovative teaching
- active, practical and first hand learning experiences
- lessons where children's previous knowledge and interests are built upon
- developmental feedback on pupil's work, encompassing pupil/teacher conferencing
- opportunities to review and reflect on learning
- thinking time before answering questions
- consideration of or support for the learning of pupils with differing abilities or needs
- personalised learning
- talk, exploration, questioning, prediction and investigation

Our prime focus is to further develop children's knowledge and skills. Through careful use of Assessment for Learning (AFL) we aim to ensure that all tasks set are appropriate to each child's level of ability. We have high expectations of all children, and embrace a fully inclusive culture where all children are involved and enjoy success. For children with Special Educational Needs (SEN) due regard is given to information and targets contained in their Individual Provision Plans (IPP's). We identify children who are more able in one or more subject areas and provide them with specific enrichment activities both within the classroom and through a range of external providers.

Learning Support Assistants and other adult helpers are deployed in a variety of ways to support children's learning. This includes working with individuals or with small groups and encompasses the

delivery of various support programmes (refer to SEN Policy). They are also involved in the planning, preparation for and assessment of activities.

In order to ensure that teaching and learning is the best it can be, regular opportunities are given to provide all staff with CPD related to teaching and learning. This can be through staff meetings, INSET, visits to other schools and moderation activities. All members of the leadership team are involved in the monitoring of lessons and assessing the quality of teaching.

The school believes that the purposes of display are to celebrate success, model expectations of achievement and to support pupil's learning. We endeavour to represent all children's work in some capacity and consider multi-cultural and Christian aspects where relevant.

The classroom environment is stimulating and engaging and set up to enable children to independently access a rich range of resources to support their learning. Pupils are encouraged to feel ownership of the learning environment and take responsibility for its appearance and upkeep.

TARGET SETTING- please also refer to the Marking Policy

Targets (wishes) are written in response to children's attainment and clearly identify next steps for learning. They are shared with children and, where possible, wishes are written in collaboration with pupils. Targets are discussed with parents at parents' evenings.

The Leadership Team set numerical targets for groups of pupils. All teachers set targets for their class. These are scrutinised during Pupil Progress meetings and in Leadership meetings. The progress made by specific groups of children is carefully monitored to ensure that barriers to achievement are removed and that good progress is made, e.g. EAL, SEN, Pupil Premium.

PLANNING

Long Term Planning

All staff collaborate to determine the topics that will be covered across the year and the input of all staff is valued. Where appropriate for example in yr, we consult the children in advance to ascertain their interests and this directs our decisions.

The long term plans ensure full coverage of the National Curriculum and identify the skills that should be taught, taking account of continuity and progression. These skills are looked at more closely by subject leaders who ensure a good coverage and progression across the school.

Medium term planning

Plans are written for each new 'topic' but there is no specific time-scale for these. Some topics warrant more time dedicated to them, while others may relate to a specific festival or celebration and therefore take much less time.

MTPs include details of all NC subjects related to the topic and incorporate objectives, NC references, use of ICT, assessment opportunities, resources etc.

We use the Hampshire Living Difference Scheme of work to deliver the RE curriculum

Short term (weekly) planning

Short term plans are written for maths and literacy. They clearly outline exactly what will be taught and what the children will be doing. The role of the teacher and the Learning Support Assistant are clearly identified.

ASSESSMENT FOR LEARNING

At Kimpton, we believe that quality and purposeful assessment practices are essential to enable quality learning and teaching to take place. Assessment, as a key professional requirement, is an integral part of classroom practice and informs planning for progression.

We utilise a range of strategies for assessment which can be viewed in detail in the Assessment Policy.

ROLE OF GOVERNORS

Our governors support, monitor and review the school's policies relating to learning and teaching. In particular they:

- Monitor the effectiveness of learning and teaching by holding the Headteacher to account through the school self-review processes. These include the Headteacher's reports to governors, school visits and during the whole governing body meetings
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment through learning walks, work sampling and pupil interviews
- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that staff development and performance management policies promote good quality teaching
- Ensure that the school buildings and premises are effective in supporting successful learning and teaching
- Monitor teaching strategies in the light of health and safety regulations

ROLE OF PARENTS

At Kimpton, we fully believe in an open home-school partnership to enable children to achieve their best. We foster clear channels of communication with parents and strive to keep them informed of curriculum developments as well as procedures pertaining to day-to-day learning and teaching. Some of the ways in which we do this are:-

- A signed home school agreement
- Curriculum overviews sent home at the beginning of each topic
- Curriculum information evenings for maths and phonics
- Regular newsletters

Parents are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress and they miss important work and may fall behind. Parents are asked to inform the school of any absence on the first day so that we know that they are safe at home.

Many of our parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of all ages. All school helpers are required to undertake a CRB (Criminal Record Bureau) clearance before starting work.

Reporting Arrangements

Parent consultation meetings are held in the autumn and spring terms and at the end of the summer term, a written report is sent home which outlines pupil progress in all curriculum areas. (Refer to Assessment and Reporting policy).

For children with SEN, we meet parents on a termly basis to share new IPP targets and review progress made towards previous targets. (Refer to SEN policy).

MONITORING AND REVIEW

This policy incorporates the current thinking of the teaching staff. We intend to ensure this policy is reflected in daily classroom practice through regular review and monitoring. We will adapt the policy as required so that we can take account of new initiatives, changes in the curriculum or developments in technology.