

PUDDLETOWN FIRST SCHOOL

Teaching and Learning Policy

1 Introduction – Puddletown First School is committed to Equal Opportunities for all. This policy is set to ensure that race, gender, disability or SEN are no barrier to learning.

1.1 At Puddletown First School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding experience for everyone. 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 Aims and objectives

2.1 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. This is delivered through a broad curriculum that meets the requirements of the National Curriculum as its minimum standard.

2.2 We build our learning on the understanding that effective learning comes from consistent effort as reflected in our Vision Statement

We care enough to try our best in all we do because we are wonderfully made: Made to love, made to flourish made to be unique

2.3 We aim to deliver a learning environment which is built upon our **Core Values** of Responsibility, Acceptance Forgiveness and Justice. We define these as;

Responsibility

Accepting responsibility for our actions and the effect they have on ourselves and others.

Accepting responsibility to use our talents to their full.

Learning to accept responsibility for stewardship of the world.

Acceptance

Accepting the differences of others.

Showing empathy and compassion for others.

Forgiveness

Learning to understand that forgiveness needs to be given and accepted and that this can be challenging.

Understanding that forgiveness can help to repair damage or hurt made.

Understanding that we all make mistakes and that we can learn from them.

Justice

Understanding that fairness is important for all.

Fairness and justice can mean supporting some more than others.

Understanding that we all have a role to play in creating a fair world.

2.2 Through our teaching we aim to:

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- ensure the children are successful learners who enjoy learning, make excellent progress and achieve to the best of their ability.
- enable children to become 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, 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.

2.3 A Puddletown First School Child..

- enjoys learning and is motivated to achieve the best they can.
- understands how they best learn.
- is creative and inventive.
- is excited and optimistic about their future.
- is aware of their responsibility to the environment both locally and globally.
- has a sense of justice.
- is honest and tactful.
- is able to recognise the achievements of others and gives encouragement.
- is confident to apply the essential learning skills of Literacy, Numeracy science and ICT.
- has respect and empathy towards the beliefs, cultures and feelings of others.
- appreciates the benefits of diversity.
- is able to forgive.
- can be well organized and personally responsible.
- is self-aware and able to deal with their emotions.
- is proud of a particular strength, gift or talent.
- has an appreciation of art and aesthetic qualities.
- has a knowledge and understanding of the world and their place in it.
- has a sense of awe, wonder and fascination about our world.
- has an appreciation and understanding of faith, and how it enables them to make choices.
- has high self esteem balanced with humility .
- enjoys staying fit and active.
- can effectively communicate in a variety of ways.
- is adaptable and willing to try out new ideas.
- understands how to live healthily.
- recognizes their own strengths and weaknesses.
- is able to learn and play co-operatively.
- respects others and acts with integrity, choosing to use good manners.
- is able to build and sustain relationships.
- shows commitment towards friends and activities.
- is resilient being able to deal positively with setbacks.
- has a happy memory of their time at school.
- is prepared to give things a go, taking a managed risk.
- can learn independently, knowing when and how to access support.
- has an enquiring mind that enables them to reason, question and evaluate.
- knows about big events that shape our world.

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3 Effective learning

We define learning as;

‘When the connection between knowledge is made and is the process of making personal sense of an experience. It leaves an individual changed as a result. The time when the traffic light turns green and the individual can choose which way to go’

Learning is an active process done *by* the individual not done *to* them. For effective learning to occur the individual has to *recreate* not *reproduce*.

- 3.1** We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.
- 3.2** 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;
 - use of the computer;
 - fieldwork and visits to places of educational interest;
 - creative activities;
 - using audio-visual material;
 - debates, role-plays and oral presentations;
 - designing and making things;
 - participation in athletic or physical activity.
- 3.3** 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.
- 3.4** 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 ;
 - it should give pupils the 'big picture' of the lesson;
 - the teacher should explain the learning objectives, and why the lesson is important;
 - the lesson should be presented in a range of styles recognising the differences in all learners particularly gender;
 - it should allow opportunities for the pupils to build up their own understanding through various activities;
 - 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;
 - Pupils should be involved in assessment so they have ownership of their learning.
 - The end of a session should indicate what the next step in the learning will be.

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4 Effective teaching

4.1 When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. The basis of the curriculum we deliver is the National Curriculum. We use the Age Related Expectations as the start point of our assessments.

We plan within key stages to ensure that both coverage of the curriculum and progression of learning is secure.

Teacher knowledge both of the subject and of effective pedagogy is key to effective pupil learning. We therefore carefully use INSET days and staff meetings to provide effective CPD. This is enhanced by external support from the Trust, DASP and the LA where necessary

4.2 We have developed a curriculum that aims to encourage our children to be self aware learners by ensuring that the attributes of;

- 1. Self belief.**
- 2. Spirituality**
- 3. Interdependence**
- 4. Creativity**
- 5. Thinking**
- 6. Reflection**

Are woven into the children's learning experiences.

We believe that;

Self belief is about:-

- Recognising that you are unique and special.
- Believing in yourself and having the confidence to try new things without a fear of failure.
- Being aware of the choices available to you and taking responsibility for the choices you make.
- Being secure in your own identity, knowing how you learn best and accepting the challenge of what you find difficult.
- Being proud of who you are and your achievements.
- Being resilient and having the perseverance to deal with set backs.
- Setting personal goals and achieving them.

Spirituality is about:-

- Having a sense of awe and wonder about the world.
- Realising and understanding own place in the world.
- Appreciating and being interested in faith.
- Being reflective about your own and others' beliefs, ideas and thoughts.
- Having a secure, well defined moral code that contributes to a successful community.
- Being inspired and inspiring others.
- Being well equipped to have a relationship with God.

Interdependence is about:-

- Trust
- Being a team player

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- Taking on a role.
- Listening, acknowledging and responding to the views of others.
- Recognising that your actions affect others.
- Empathy
- Collective responsibility
- Having strong relationships where opposing views can be challenged.
- Compromise
- Effective communication.
- Forgiving

Creativity is about:-

- Being imaginative
- Experimenting
- Exploring
- Making new - ideas, objects and connections.
- Innovation
- Adapting
- Exploring the unknown
- Solving problems
- Communicating and self expression in a range of media..

Thinking is about:-

- Contemplating possibilities
- Reflecting on knowledge
- Processing information
- Being logical
- Analysing
- Making connections
- Making decisions
- Evaluating

Reflection is about:-

- Knowing and accepting personal strengths and weaknesses
- Being able to review performance and identify areas of success and improvements
- Being able to track personal progress and set future goals and not benchmarking self with others
- Understanding one's self as a learner and being able to discuss the process of learning

4.3 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 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 children's provision maps. We have high expectations of all children, and we believe that their work here at Puddletown First School is of the highest possible standard.

4.4 We set academic targets for the children in each academic year and we share these targets with children (where appropriate) and their parents. We monitor and adjust targets if necessary throughout the year and review the progress of each child at the end of the academic year setting revised targets.

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- 4.5** We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum. 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. All long and medium term planning uses the school's agreed formats to enable subject leaders to track and audit their subjects.
- 4.6** Each of our teachers makes a special effort to establish good working relationships with all children in the class. 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 teachers follow the school policy with regard to discipline and classroom management. We set and agree with 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 insist on good order and behaviour at all times.
- 4.7** We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first complete risk assessments and inform parents and obtain their permission.
- 4.8** 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.
- 4.9** Our classrooms are effective learning environments. As well as using display to celebrate children's work each class will have a maths and English learning board, these should reflect the children's current learning and be a resource for the children to use. Each class will also have a board that is used to highlight the expected behaviours. All children should be able to use their classroom independently to find, access and use the resources required for the learning activity.
- 4.10** All our teachers and support staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- 4.11** 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 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;

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- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the annual headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

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' sessions to explain our school strategies for teaching literacy, numeracy and health education;
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with home learning. We suggest, for example, regular shared reading, and support with projects and investigative work.

6.2 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.

7 Monitoring and review

7.1 We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Signed: D Hunwick

Review Date: Sept 2019