



## **Learning and Teaching Policy**

### **Introduction**

At **Dickleburgh C of E Primary Academy** 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 and enjoyable 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. It aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

### **Our Aims**

The teaching and learning policy is intended to promote consistency, high standards and the achievement of the school aims. At Dickleburgh we aim to provide a safe, caring, supportive and stimulating environment with high quality teaching through which we aim to:

- ❖ Ensure that each child can develop and achieve his/her full potential educationally, morally and spiritually.
- ❖ Provide every pupil with appropriate high-quality teaching through a broad and balanced curriculum.
- ❖ Foster independent young people, with enquiring minds, who are confident, flexible and able to co-operate with others.
- ❖ Develop imagination and creative expression through a wide range of media.
- ❖ Teach children to respect themselves, and others, and to take responsibility for their own actions and behaviour.
- ❖ Help children to understand how behaviour affects others and the world around them.
- ❖ Foster conscientious young citizens of our multi-racial society who are tolerant and respect others' values.
- ❖ Promote a pride in achievement and a desire to succeed.
- ❖ Create a partnership of support and effective communication between home, school and the community.
- ❖ Value each and every child regardless of ability, race, gender or religion.
- ❖ Maintain and develop high standards within the school and enable all adults to develop and use their own professional expertise.
- ❖ Promote Fundamental British Values (FBV) throughout our learning and teaching.

As a Church of England school our teaching will reflect our vision and values and the values of the broader Christian Family.

## **Effective Teaching**

### **Planning**

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

**Long term plans** detail what is to be taught to each class. The plans aim to provide continuity of teaching in all subjects and cross-curricular links as much as possible. Any changes to the agreed plan should first be discussed with the Subject Leader.

**Medium term plans** are drawn up at the beginning of each term based on the long-term plans, which are submitted to the subject leader, with written feedback given. The format follows the school's agreed pro forma.

**Short term plans** -we plan our lessons with clear learning objectives. We take these objectives from the new National Curriculum. Teachers use their own lesson pro-forma. We evaluate our lessons so that we can modify and improve teaching in the future.

All plans are working documents and evaluated and adapted if necessary.

**For more details on planning please refer to the school's Curriculum and Planning Policy**

### **Time Management**

It is important that activities are well planned so that each child is working at their correct level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. Efficient planning and classroom organisation significantly reduces time-wasting activities.

### **Planning for Special and Additional Educational Needs.**

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 ability and additional information as provided by support agencies. In order to meet these needs, individuals or groups of children, may from time to time, be withdrawn from the class, for special purposes. This might include collaboration with external agencies.

All children will have their needs met, through planned differentiated and appropriate supported activities. We have high expectations of all children, and we believe that their work here at Dickleburgh Primary School is of the highest possible standard.

**For more details on SEND please refer to the school's SEND Policy**

## **Target Setting**

Cohort targets are set for Yr 2.and Yr 6. Indicating the percentage of children expected to be working at Age Related Expectations (ARE)

## **Assessment for Learning**

Assessment exists to help the teacher help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the child by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies and helps us to recognise and move on from success.

**For more details on assessment please refer to the school's Assessment Policy.**

## **Achievement**

Social, physical, creative, behavioural and academic achievements are celebrated in many ways as an on-going process in all aspects of school life, by:

- verbal or written praise by teachers, peers, Headteacher and parents;
- displays of work;
- opportunities to perform or share;
- encouraging self esteem;
- using Friday Shining Star Certificates, Out of School Achievements house points and by sharing successes with the community.
- Our Golden Book and Tree of Living and Learning (School's Christian Values)

## **Health and Safety and Educational Visits**

We ensure that all tasks and activities that the children do are safe and are planned with due regard to the School's Health and Safety Policy. We follow the procedures and guidance as set in the Norfolk County Council's Educational Visits and Journeys Policy. (EVOLVE)

## **School Policies**

School Policies are set out in the staff handbook and school policy files. It is the duty of each teacher to be familiar with school policies and apply them.

## **Supply Teachers**

To ensure continuity, teachers will leave written guidance and suggested activities for all planned absences from the classroom. We expect supply teachers to mark the work carried out by the class.

## Continuous Professional Development

All our teachers and teaching assistants reflect on their strengths and weaknesses and plan their professional development needs accordingly, within the framework of the School Development Plan. We support our staff in developing their skills, so that they can continually improve their practice.

## The Role of the Governors

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; (Resources Committee)
- ensure that the school buildings and premises are best used to support successful teaching and learning; (Resources Committee)
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment; (Curriculum, Standards and Ethos Committee)
- ensure that staff development and performance management policies promote good quality teaching; (Resources Committee)
- monitor teaching strategies in the light of health and safety regulations (Resources Committee)
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. This includes 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. (Curriculum, Standards and Ethos Committee)

## The Role of parents

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**:

- sending information to parents termly in which we outline the topics that the children will be studying;
- sending termly 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 homework;
- fortnightly newsletters from the Headteacher;
- holding parent consultations three times a year;
- providing opportunities for parents to come into school, e.g. assemblies and special events, concerts, plays

Parents have the responsibility to support their children and the Academy in implementing Academy policies. **Parents should:**

- ensure that their child has the best attendance record possible;
- ensure that their child has the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school and ensure they have sufficient sleep and breakfast;
- 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;
- support their child by attending parent consultations and other meetings;
- being actively involved in any individual learning processes;
- ensure that all contact addresses and telephone numbers are up to date and correct;
- support the Academy's homework policy;
- read and respond to letters and texts sent home from school;
- support extra-curricular activities, such as visitors to school, concerts, visits, trips and fairs.

### **Monitoring and Review**

We are aware of the need to review the school learning and teaching policy regularly so that we can take into account new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy during the Spring term 2020

**Signed**



**Date** 15/1/19