



Introduction

This document states the teaching and learning policy of Kelsey Primary School.

Linked Policies

This policy should be read in conjunction with the following policies:

- Curriculum
- Marking and Feedback
- Special Needs
- More Able
- Early Years Foundation Stage
- Other subject specific policies e.g. literacy and numeracy

Aims

The teaching and learning policy is designed to:

- State the aims, principles and strategies for teaching and learning at Kelsey Primary School.
- It overarches all other planning and policy documents in our school and sets them in a teaching and learning context.

Legal Framework

- The current national curriculum document for England.
 - <http://www.education.gov.uk/schools/teachingandlearning/curriculum/>
- The new national curriculum beginning 1st September 2014.
 - <http://www.education.gov.uk/schools/teachingandlearning/curriculum/nationalcurriculum/b0075667/national-curriculum-review-update>

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning at Kelsey Primary School.

It overarches all other planning and policy documents in our school and sets them in a teaching and learning context.

All teachers and support staff will be following the guidelines stated in this document.

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MISSION STATEMENT AND AIMS

Kelsey Primary School is a partnership of children, parents, staff and governors and together we aim:-

- To provide ALL pupils with the building blocks to enable them to reach their full potential becoming life-long learners and effective citizens.
- To offer a stimulating and imaginative learning environment that is focussed on the future.
- To value differences in culture, language and faith within our community and are respectful at all times.
- To encourage and promote safety, health and happiness for all.
- To embed the values and skills that allow our pupils to achieve economic and emotional success in their future lives.

As a result of this:

- Our pupils strive to achieve to the best of their ability and display confidence, resilience and resourcefulness.

These beliefs should be evident in all aspects of school life.

Teaching and learning are inextricably linked.

It is important that through our effective teaching children learn to acquire new skills, understand concepts, develop values and attitudes and increase their knowledge.

By providing learning experiences in a stimulating environment, our pupils can develop their full academic, physical, spiritual and emotional potential.

We adopt a whole school approach towards all aspects of teaching and learning, providing a supportive environment where there is motivation and consistent, appropriate praise.

LEARNING

At Kelsey Primary School we will develop a positive working environment by:

- Encouraging an ordered atmosphere, inside and outside the classroom, that makes pupils want to learn.
- Ensuring access to sufficient good quality materials and a wide variety of resources.
- Agreeing, with pupils, the ground rules for the classroom organisation and classroom practices.

Teachers can contribute towards pupil's emotional development by creating a climate where the children:

- Feel secure and happy
- Feel their contributions are valued
- Trust their teachers and are trusted by them

In order to help pupils understand what is expected from them the teacher needs to:

- Give pupils a sense of direction, purpose and achievement
- Make sure pupils understand their roles and responsibilities in the learning process
- Make clear to pupils the expectations about behaviour and to be consistent about what standards are acceptable.

Through our way of working we will encourage our pupils to develop curiosity, co-operation, respect for others and their opinions, a sense of pride, self-confidence and open-mindedness.

MOTIVATION

- In order to motivate pupils to learn the teacher needs to:
- Offer stimulating and interesting experiences
- Differentiate learning tasks according to ability and individual learning styles
- Match new tasks to what pupils already know or can do and move them on to new challenges
- Offer praise and acknowledge achievement

THE ROLE OF THE ADULT

The relationship that an adult establishes with the pupils is a very important factor in the motivation of the group and the quality of learning that takes place. An adult's own attitudes, values and interpersonal skills play a crucial part in setting the climate of enquiry.

In order to create a climate of enquiry, staff will:

- be enthusiastic
- be well planned and prepared
- be tolerant
- be reassuring and encouraging
- be positive
- be aware of the individual
- be willing to learn with the children
- be flexible
- be consistent and fair
- value the process
- have a sense of humour and fun

The level of classroom discipline will be determined by the governing body and transmitted to staff by the headteacher.

Pupils are expected to be respectful of others, both adults and children. Pupils will be encouraged to be polite and to practice the conventions of conversation, i.e. taking turns, not interrupting.

The tone and demeanour of the adult should be calm, reassuring, firm and non-threatening. Language appropriate to the learners' level of understanding will be used to encourage participation and confidence.

LEARNING STRATEGIES

Children learn through many different forms of activity. We will encourage the pupils to learn through the following ways:

- listening to explanations or instructions
- asking questions
- answering questions
- investigating
- developing or testing a hypothesis
- reflecting on their own progress
- writing and recording
- memorising facts
- undertaking a survey or research project
- thinking
- creating, making, designing
- handling materials
- drama and role play
- working alongside those with existing expertise
- practising skills
- reading
- sharing and developing ideas
- observing
- solving problems

INDEPENDENT LEARNING

We will provide opportunities for our pupils to become progressively more responsible for their own learning. Pupils will be helped to appreciate that learning is a lifelong process.

Independent learners can:

- identify personal needs and goals
- manage time
- find information
- identify and use experts
- interpret, understand, extract
- select information from a range of resources
- apply new knowledge or skills to new experiences and situations
- solve problems
- use trial and improvement methods
- be self-motivated
- learn effectively or collaboratively with others
- evaluate their own performance, act upon feedback

TEACHING

PLANNING

Planning will consist of:

- Long-Term Plans completed by the whole staff collectively to ensure a comprehensive coverage.
- Medium-Term Plans completed by class teachers to incorporate all subject areas and skills from the skills bank.
- Short-Term Plans that detail lessons on a weekly basis and incorporate evidence from assessment.

Groupings

There are a number of options available when considering how to organise pupils in the classroom.

Pupils may work:

- Individually (incorporating one-to-one with the teacher or other adult)
- In pairs or small groups (familiar or unfamiliar groups)
- As a whole class

Individual work offers the ideal situation for the teacher to respond to the needs of an individual learner and to observe and assess progress. The teacher must monitor progress and help the pupil move on once the skill or knowledge is securely learnt. However, this form of learning is difficult to manage in a large class situation and valuable learning time may be wasted in unfocused repetition and practice.

In pairs or group work teachers will decide how pupils are to be grouped. They could be in groups of similar ability, mixed ability or in friendship groups. The purpose of the activity will affect the choice. Literacy and Numeracy activities will tend to be in similar ability groups although the pupils within each group may change for each core subject.

Working in groups allows pupils to share, discuss, work and reflect collaboratively. Pupils need clearly defined roles and tasks and need to appreciate that each person's contribution is valuable if objectives are to be achieved.

A whole class approach can be very effective, particularly for giving instructions, explanations and introductions. A few minutes at the start of a lesson can be used to help pupils recall what they did in an earlier session and set the new work in context. In both these situations, the communication may be channelled exclusively through the teacher. Whole class sessions will also be used to review the learning activity or share learning experiences and achievements.

FACTORS TO BE CONSIDERED IN THE PLANNING OF GROUP WORK

Decisions about the size and formation of teaching groups should be based upon the nature of the subject matter or the learning needs of the pupils. Use of resources may also dictate how groups are organised.

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Literacy and Numeracy will be usually be taught in groups of similar ability within the class. Other subjects will more often be taught in mixed ability groups, taking account of gender, friendship, social mix issues etc.

Support staff and parent helpers may be engaged in an instructional capacity with particular groups. They will be well briefed and supported by the class teacher.

TEACHING STRATEGIES

To support learning, a teacher moves from one complex role to another, depending on the learning needs of the individual pupil or group. The following aspects of the teacher's role are meant to serve as a guide and are not exhaustive or in priority order:

- **Explaining**
 - Imparting information or giving clear instructions about how to do something.
- **Directing**
 - Providing a structured learning situation and guiding the learner through it.
- **Challenging**
 - Encouraging the pupil to confront challenging tasks and to work for the maximum achievement.
- **Facilitating**
 - Organising a range of learning experiences and resource which the pupil chooses the path to take.
- **Supporting**
 - Providing support when the pupil asks for it or when it appears to be needed.
 - Encouraging independence by careful management of the classroom and consistent reinforcement of each individual's achievements.
 - The teacher will help all pupils to grow in confidence and so reduce the amount of support needed.
- **Managing**
 - In addition to managing the learning activity, the classroom space and resources, the teacher may also be managing and co-ordinating the work of other adults.
- **Monitoring**
 - Observing pupils in the classroom, questioning them to find out what they and what they have remembered, checking progress and evaluating the learning activity.
- **Discussing**
 - Creating real time to discuss things with the pupils and reflect on the work done. This might occur prior to a new piece of work, during the activities or as part of the evaluation and assessment process.
- **Assessing**
 - Covering formal and informal situations including achievement of National Curriculum criteria, APP, observations and formal testing.

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- **Giving Feedback**
- Giving pupils helpful and positive feedback about how well they have done, so they can be helped to diagnose problem areas and set targets for further work.
- **Co-Learning**
- Where teacher and pupil are both within the framework of the learning situation and are learning together.
- **Listening/Observing**
- Part of the constant process of monitoring the learning that is taking place. A few moments careful listening and watching can help the teacher to assess whether a pupil needs help or whether intervention might be positively unhelpful.
- **Evaluating**
- Judging how well the learning activity has worked in practice. Checking the level, pace and timing where appropriate and noting these observations for future planning.

Resources

The primary resource in a school is the teacher. He/she will be supported by a range of resources suited to the curriculum area and the pupils` needs.

These will include books, pictures, posters, audio-visual aids, photographs, I.C.T., materials for art, design technology and science and a variety of primary and secondary sources.

The school is committed to providing good quality resources and the responsibility for the care, replacement and ordering of new resources lies, initially, with class teachers / subject leaders and ultimately with the curriculum co-ordinator.

MANAGEMENT OF THE CURRICULUM

Pupils and Planning

Pupils will be involved as much as possible in the planning, organisation and assessment of their work. They will be informed of the purpose of the lesson or activity at the beginning of a session. This will be linked to the key learning objective.

Curriculum delivery

Within each class a variety of appropriate teaching and learning methods are used; class lessons, group activities and individual work. This is dependent on the key learning objective and is identified in the weekly planning.

The school has adopted a creative, skills-based curriculum, although certain aspects/subjects may be taught discretely where necessary. This is to ensure that learning has purpose and relevance and that children acquire knowledge and skills which equip them for life.

In Reception, we follow the Early Years Foundation Stage Document guidelines which address the Early Learning Goals.

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The role of the subject leader

Subject leaders support other teaching staff in the planning and delivery of each subject area.

Differentiation

In order to accommodate the wide range of abilities within each class, teachers recognise the need for differentiation of teaching and learning. This will be identified in the weekly planning. Differentiation will be both planned and by outcome.

Special Educational Needs

The management of the curriculum with regard to SEN pupils is detailed in the Special Educational Needs Policy.

Able Pupils

The school has a separate policy for More Able, Gifted and Talented Pupils which details the definition and identification of such children. It covers the organisation of learning opportunities and the provision of appropriate support.

Time allocation of subjects

Where there are legal requirements, these are adhered to.

Assessment procedures

Details in Assessment timetable

Marking

Details in Marking & Feedback Policy

Visits and visitors

We believe strongly in the importance of first-hand experience for children and recognise its value to the learning process. We will supplement the classroom and school curriculum with a range of visits and visitors. These will include; theatre group performances at school, theatre workshops, science road shows, talks by specialists to enhance a class topic, such as, a Dentist, Occupational Therapist, the school nurse, a historian and representatives from various charities.

Our aim is to provide all classes with at least one out of school trip / visit per year.

MANAGEMENT AND ORGANISATION OF THE CLASSROOM

Effective learning and teaching can only take place in a classroom which enables children to become independent learners. It is the role of the teacher to provide this climate of enquiry and to encourage a stimulating, purposeful atmosphere.

The classroom will need to have a flexible arrangement of furniture that is suited to a variety of approaches to learning.

Resources will be tidily stored, easily accessible and clearly labelled. Children will be encouraged to get out and put away the equipment that they use.

Parts of the classroom may be designated as specific areas.

The display of children's work in the classroom may represent the range of the curriculum. It will show work at various stages of completion and will record and celebrate all the pupils' efforts.

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SUPPORT STAFF

Support staff are valued members of our team. Teaching Assistants work throughout the school with additional support for statemented and SEN children provided. Their allocation is decided by taking into account the age of the children, the number of children in the class, available funding and any special requirements.

The role of the support staff is varied. It may involve classroom work, assistance with the Literacy hour and daily mathematics lesson, group work outside the classroom, listening to readers, pastoral care, display work and school visits. The class teacher will plan for the TA's and ensure that they are well briefed and prepared.

Wherever possible, the support staff will be included in planning meetings and Inset. We encourage parents to take an active part in the life of the school and welcome their assistance.

Policy Information:

Date adopted by the governing body:	December 2016
Policy Written by:	Magnus Smedley (Headteacher)
Policy Review Date:	December 2021

Signed:

Chair of governors:

Headteacher:
