



FULFEN PRIMARY SCHOOL

Teaching and Learning Policy

June 2014 – June 2016

To be Ratified by the Curriculum Committee: September 2014

Date of next review: June 2016

Fulfen Primary School
Teaching and Learning Policy

Principles

Underpinning our teaching is the belief that children only get one chance at primary schooling. It is our duty to provide the very best we can by maximising the teachers and resources available to use. To do any less than this will be to fail our pupils.

We believe that pupil progress is the outcome of good teaching and learning and that every child has the right to be taught well. We would therefore expect every child in our school to make at least good progress, whatever his or her starting point.

We believe our school must be a welcoming, safe and vibrant place if our children are to learn effectively. We also believe that unhappy children do not learn as effectively as happy children.

It is our experience that children will rise to and thrive upon the high expectations set for them by their teachers. We will therefore expect high achievement in all areas of school life and will not be limited by a ceiling of low expectation.

Teaching and learning is our main activity. To make this as effective as possible it must be delivered within a framework of what we believe excellent primary practice to be. We describe this under the following main headings:

- ☐ Relationships
- ☐ Teaching, learning and assessment
- ☐ The curriculum

- ☒ Attainment and progress
- ☒ The environment for learning.

Relationships

The effectiveness of any school is dependent upon the quality of the relationships amongst those working in it on a day to day basis. We believe that the positive relationships existing between children, parents, teachers, support staff and governors help make ours a very good school, and we take great care to nurture those relationships.

A clear hierarchy of support and sanctions exists to help teachers and other adults maintain positive attitudes and good behaviour at all times, but the greatest aid to this will be good, engaging and interesting teaching.

We believe that:

- ☒ All staff must have consistent expectations of children's attitudes and behaviour and take corporate responsibility for ensuring these around the school.
- ☒ We must treat everyone with the respect that we would wish to be receive ourselves, taking an active role in praising, complementing, and thanking others.
- ☒ Good manners and social skills should be modelled by all.
- ☒ Children should be helped to develop self-respect and expression
- ☒ We need to build and maintain positive relationships with pupils, staff, parents, governors, and community
- ☒ It is important to know the value of others and of being part of a team.
- ☒ Good systems of rewards and incentives are in place for all staff to use.
- ☒ Everyone needs to be aware of their rights and the responsibilities that go with them.

Teaching, learning and assessment

Teaching and learning are why we are here. We believe that every child has the right to be taught well and deserves to make at least good progress. To ensure that we are able to intervene effectively where children may not be achieving their best we must be able to follow and predict their progress. Children need to know how well they are doing and what they need to do to improve.

We recognise that the need for good and intelligent assessment in order to plan and evaluate learning effectively is a constant activity and happens both formally and informally, formatively and summatively. We particularly recognise the power of many of the Assessment for Learning methods and are building up expertise in this area.

We believe it is vitally important that assessment does not become a time consuming burden. If an assessment is not going to be used by a future audience to further a child's learning it need not be formally recorded.

The most effective assessment is conducted as an integral part of the teaching and learning process. It is not a bolt-on exercise.

We believe that children will learn best where:

- ☒ Teaching is interesting and inventive, differentiated and personalised.
- ☒ Assessment forms part of a cyclical process, should inform the current and next lesson
- ☒ There are clear learning objectives, and success criteria created by the children.
- ☒ Children are assessed on what they can do, not what they can't.
- ☒ Assessment is relevant and manageable and informs planning.
- ☒ Marking is child-friendly, related to learning objectives and informs children how to improve their work.
- ☒ Children are aware of and involved in assessment of their progress.
- ☒ Children feel confident to take risks and make mistakes
- ☒ Teachers are able to respond to situations that arise and able to use their expertise.

The Curriculum

Primary education is a critical stage in children's development – it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems, being creative, developing their self-confidence as learners and maturing socially and emotionally.

In the best primary schools there is no sense of a tension between high standards and exciting learning. Children have the chance to learn in a range of different ways – but all of the learning and teaching is of a high quality and is planned and managed so that every child is supported and challenged.

Well thought out planning and preparation is essential if teaching is to be good. A good teacher, however, is also a creative and imaginative teacher who is not afraid to seize upon unplanned learning opportunities that may arise during a lesson and who can make productive links to other curriculum areas where appropriate. We make good use of cross-curricular links in planning so that learning is experienced as integrated and complementary rather than being compartmentalised.

We believe it is especially important that:

- ☒ Core skills are practised regularly across the whole curriculum.
- ☒ The curriculum is exciting, relevant, and innovative, using a wide range of resources, including the community
- ☒ There is a broad and creative curriculum to develop whole child.
- ☒ Planning is relevant to the task, built on previous assessment, with opportunities for independent learning.
- ☒ Planning allows for flexibility and teachers have confidence to follow children's interests or current affairs
- ☒ Planning is accessible, user friendly and available.
- ☒ There are strong, relevant cross curricular links.
- ☒ Children should have ownership of some areas of the curriculum

Attainment and Progress

If relationships and teaching and learning within an exciting and well planned curriculum are good, then we would expect all children's progress to normally be at least good.

Pupils' attainment and progress will be measured at key points throughout the year, as well as at key times during a child's progress through the school.

As a result of this assessment and tracking process we would expect:

- ☑ That all children make good progress in order to meet their individual potential
- ☑ Children are keen to achieve their next step in their learning
- ☑ Children are aware of how they are achieving and how they can improve or develop
- ☑ Good attainment and progress is rewarded and celebrated.
- ☑ Regular reporting to parents of attainment and next steps
- ☑ Progress targets personalised to include out-of-school circumstances as well as in-school help
- ☑ Parents to be involved in their child's learning
- ☑ Targeted children with strategies in place to support them.
- ☑ Intervention programmes being used swiftly and effectively.

Environment for learning

We believe that it is vital to instil a sense of worth and self esteem in all children. Displaying children's work in a careful and sensitive way demonstrates that we value their work and that we take genuine pride in it.

In our classrooms we expect to see

- ☑ A stimulating, inspiring, organised and motivating environment which celebrates learning.
 - ☑ Work by all children displayed, regardless of ability
 - ☑ Interactive displays covering different subjects and areas of learning which include aids to scaffold learning
 - ☑ Child initiated displays and environment
 - ☑ Children involved in and taking pride in their learning environment
 - ☑ Use of wider community and use of expertise to support learning
 - ☑ Use of the outdoor classroom and locality as part of the curriculum
 - ☑ An environment which promotes equality
 - ☑ Use of a variety of environments to inspire and discover other interests and talents
- Safe, and enjoyable outdoor play areas and experiences