

# Beverley St Nicholas Primary School



## Teaching and Learning Policy

## **SCHOOL VISION STATEMENT**

Our vision at Beverley St Nicholas Community Primary School is to create a warm, supportive, nurturing, secure and happy learning environment where everyone feels valued and is encouraged to recognise and achieve his/her full potential.

### **OUR AIMS ARE :**

- To provide a happy, caring and stimulating environment where quality relationships are important and each individual is valued and respected
- To enable everyone to experience success and help pupils develop lively, enquiring, imaginative and creative minds and reach their full potential
- To prepare children for the challenges and opportunities of adulthood in a changing world
- To provide an exciting, broad, balanced and relevant curriculum appropriate for individual needs
- To fulfil potential in all areas of school life
- To work together in partnership with parents so that they are fully informed and involved in their children's education

## **INCLUSION STATEMENT**

Beverley St Nicholas Primary School is committed to creating a school in which the teaching and learning, achievements, attitudes and well being of every member of the school matter. We seek to create opportunities for all children to achieve their very best in terms of academic attainments and personal attainments. We aim to make the curriculum accessible to all in a stimulating learning environment in which success is celebrated in all areas. We strive to make everyone feel welcome. We endeavour to work with parents and members of the community to create a supportive environment for learning.

This policy aims to ensure that the children in our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. At Beverley St Nicholas Primary School we believe that, by establishing a learning culture throughout the school, children will see education as a lifelong process.

## **Aims**

- To raise levels of attainment for all pupils, enabling them to achieve their personal best.
- To establish a learning culture within the school involving pupils, staff, parents, governors and other stakeholders.
- To develop confident, disciplined and enquiring learners, able to make informed choices.
- To foster self-esteem and personal responsibility linked to respect for the needs and feelings of others.
- To create a well structured environment in which children are able to learn and teachers are able to teach.
- To facilitate considerate and positive relationships between all members of the school community.
- To ensure equal opportunities in relation to gender, race, ability, special needs and belief.

We believe that children learn best when they:

- are happy.
- are interested and motivated.
- achieve success and gain approval.
- are given tasks which match their ability.
- clearly understand the task.
- are confident, feel secure and are aware of boundaries.
- are challenged and stimulated.

## **Ethos**

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad, balanced and creative curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment at all times, in which each child can achieve his/her maximum potential
- providing a welcoming environment, in which courtesy, kindness and respect are valued and fostered.
- providing positive role models.
- providing a fair and disciplined environment, in line with the school's Behaviour Management Policy.
- maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's Assessment Policy.

- effective management of their professional time.
- developing links with the wider community.
- providing children with meaningful, purposeful tasks related to the National Curriculum Programmes of Study and Early Learning Goals.
- valuing and celebrating pupils' success and achievements.
- reviewing personal and professional development by providing appropriate INSET training and support from colleagues in order to ensure high level of professional expertise.

## Teaching

Teachers will:

- promote effective and positive interaction with pupils.
- promote high expectations.
- plan lessons with clear objectives, which are communicated effectively to pupils.
- plan lessons which are differentiated according to the nature of the lesson and the ability of the pupils.
- use a range of teaching styles.
- use a range of questioning strategies.
- recognise and manage effectively the support of other adults in the classroom.
- use well timed interventions to help the pupils make good progress.
- provide feedback to pupils about their progress.
- ensure that assessment strategies are implemented.
- recognise the importance of health and safety.
- acknowledge and make best use of the contribution of parents, the community and work carried out at home.

## Learning

Children learn in a variety of ways.

Children will have the opportunity to:

- work individually, in groups and as a class.
- make decisions.
- work co-operatively.
- solve problems.
- be creative.
- discuss their ideas.
- develop social skills.
- develop independence.
- use initiative.
- receive support.
- achieve academically.

through:

- appropriate tasks.
- confidence building.

- Peer/adult modelling
- co-operation.
- provision of suitable opportunities.

Different types of media may be used at the teachers' discretion to enhance and support learning. These may take the form of:-

- ICT and use of the internet
- Audio CDs or cassettes
- DVDs or videos

## **Display in the school**

This should be used to:-

- create an attractive and stimulating environment.
- include work on different aspects of the curriculum.
- celebrate the individual child's efforts as well as ability.
- be interactive.
- support pupils with their learning (working walls)

## **Routines and rules**

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- clearly understood.
- fair and consistent.
- realistic and positive.

## **Achievement**

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

- verbal or written praise by teachers, non-teaching staff, peers, Headteacher and parents.
- displays of work.
- opportunities to perform or share.
- encouraging self esteem.
- the awarding of merits, stickers and certificates.
- celebrating achievements in assemblies.

## **Planning**

Teachers are expected to work from long, medium and short term plans.

Teachers will differentiate the curriculum by:

- task.
- outcome.
- teacher/adult support.

## **Role of Subject Leaders**

Subject Leaders will be responsible for:

- monitoring teaching and pupil progress in line with the monitoring timetable and preparing reports for the Headteacher and Governors.
- preparing and evaluating action plans for their subject in line with the school development plan.
- liaising with staff to ensure consistency and progression.
- attending relevant courses and disseminating information to staff.
- auditing their subject's resources.

## **Classroom Management and Organisation**

The learning environment will be managed in such a way as to facilitate different styles of learning (Visual, Auditory, Kinaesthetic)

- whole class teaching.
- group work, organised according to appropriate criteria
- one to one teaching.
- collaborative learning.
- independent learning.

All areas of the learning environment will be planned for in order to ensure opportunities for a range of activities, which will develop appropriate skills, concepts and knowledge.

## **Resources**

Materials in all areas should be well organised, be of good quality, tidy, attractive, easily accessible and well labelled. Pupils will be taught how to use all resources correctly and safely, with care and respect. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

## **Role of the Governing Body**

It is the role of the Governing Body to monitor and review the policy and its practice through:

- regular visits to oversee the delivery of their scheduled subject.
- reporting to the Governing Body at the curriculum meeting.
- to receive reports from the Head Teacher.
- to attend INSET.
- to promote and ensure at all times equal opportunities in relation to race, gender, ability and belief.
- to promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

## **Parents' Role**

Parents are encouraged to support their children's learning by:

- supporting and agreeing to the Home/School Agreement and Homework Policy.

## **Community Role**

The community is invited to support the school by:

- contributing to activities, assemblies and clubs.
- guiding pupils' behaviour and providing positive role models.
- supporting social events.
- voluntarily helping in the classroom.

## **The School's Role**

- All staff, teaching and non-teaching, are encouraged to attend training.
- Co-ordinators are allocated time for monitoring the delivery of their subjects, monitoring planning and scrutiny of work
- When marking children's work, the staff combine praise for good work and effort with comments to encourage the children to achieve further.
- Work in partnership with parents/guardians to ensure the success of their child, and encourage parental involvement in working out the way forward for their child's educational future.

## **Review**

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

Reviewed May 2009