

ALTRINCHAM CE AIDED PRIMARY SCHOOL TEACHING AND LEARNING POLICY 2016

Mission Statement

To work in partnership with parents and the churches, to nurture children in the Christian faith and to provide them with the best possible educational opportunities.

Teaching and Learning

- To ensure our curriculum provides opportunities to prepare pupils for life and work and teach pupils to work cooperatively with others and to respect others and act with integrity
- To ensure pupils have self-worth, personal identity, relate well to others and form good relationships, are self-aware and deal well with their emotions, have secure values and beliefs, and have principles to distinguish right from wrong, become independent, are able to take the initiative and organise themselves
- To ensure pupils have the essential learning skills of literacy, numeracy and information and communication technology.
- To ensure pupils are creative, resourceful and able to identify and solve problems and have enquiring minds and think for themselves, to process information, reason, question and evaluate.

At Altrincham C.E. Aided Primary School we equip the pupils with the language to talk about their own progress, strengths, skills, areas for improvement, etc. We recognise that children (and adults) learn in a number of different ways. Learning can be a visual, auditory and/or kinaesthetic process.

At Altrincham C.E Aided Primary School we try to take account of the various styles and learning processes (including multiple intelligences) when planning the curriculum.

Within our planning we aim to incorporate a variety of strategies to enable as many pupils as possible to learn as much as possible. We do not limit pupil's skills/development by suggesting that we have only one learning style; we change our learning according to circumstance, mood, environment, etc.

We attempt to offer a broad and balanced curriculum through teaching the content of the National Curriculum.

We are flexible within these structures to ensure **total inclusion** and a curriculum which matches the needs of all.

At Altrincham C. E Aided Primary School we recognise that the use of effective **feedback** has a high impact/potential gain on pupil achievement and learning.

School organisation at Altrincham CE Aided Primary promotes **high quality teaching and learning**.

We also aim to incorporate an element of **Challenge** into every child's learning.

At Altrincham C.E. Aided Primary School we believe in a curriculum that:

- Is accessible to all through a skills led, inclusive approach to learning
- sets children off on the path to becoming forward thinking,
- creates a buzz and excitement so the children develop a lifelong love for learning
- ensures a safe, nurturing and reflective ethos
- provides a secure and happy learning environment, with an appropriate level of challenge, that allows children to grow.

- develops lively, enquiring minds that think creatively
- realises the children's potential to be active, adaptable citizens in their local and global community
- provides Feedback which directs learners towards next steps

This curriculum is to be underpinned by an environment rich in language opportunities and oral communication linked to the children's experiences and reflecting the diverse range of languages spoken across the school community. It is based upon extensive use of the Key Skills outlined below:

:

- ✓ Communication
- ✓ Application of number
- ✓ Information technology
- ✓ Working with others
- ✓ Improving own learning and performance
- ✓ Problem Solving

“Thinking Skills” that complement the key skills

- Information-processing
- Reasoning
- Enquiry
- Creative thinking
- Evaluation

This policy is an agreed school statement about how Altrincham C.E Aided Primary School approaches Teaching and Learning. It is directly linked with the School Improvement Plan, our Monitoring and Evaluation procedures and our Continuous Professional Development provision.

We have separate policies relating to the provision for:

- ❖ Special Educational Needs
- ❖ Inclusion
- ❖ Safeguarding Children
- ❖ Child Protection
- ❖ Assessment
- ❖ Equality Scheme and Accessibility

The Teaching and Learning Policy at Altrincham C.E Aided Primary School:

- Reflects the professional consensus of the staff and governing body
- Provides a sense of direction
- Ensures a consistent approach
- Enables the teaching assistants at Altrincham C.E Aided Primary School to operate within a clear framework
- Enables planned developments to occur
- Provides a basis for evaluation
- Reflects what is happening in our classrooms and around the school environment with regard to what constitutes effective teaching and what must be considered in order to ensure quality learning for all pupils.

At Altrincham C.E. Aided Primary School we believe that:

Teaching can be effective:

When children

- Are happy
- Feel valued
- Are well fed and rested
- Know what is expected of them
- Know the clear learning objectives/targets
- Know what is acceptable/unacceptable behaviour
- Know the rewards and sanctions available
- Are given clear boundaries
- Are given clear and precise instructions/explanations
- Receive praise for their efforts, achievements and contributions
- Are supported and challenged to achieve their potential

When teachers

- Feel valued and supported
- Feel respected
- Are happy, relaxed and energetic
- Are alert and enthusiastic
- Are fair, approachable, firm and consistent
- Are well organised
- Are highly motivated
- Are flexible
- Enjoy their work; have job satisfaction
- Have high expectations of both themselves and the children
- Take an interest in the children
- Use positive language to encourage, support and praise
- Reward achievement and involvement
- Use a variety of teaching strategies and techniques
- Use a variety of groupings
- Use a variety of questioning techniques
- Use a variety of stimuli
- Use marking as an effective form of assessment
- Are aware of children's prior learning experiences
- Are aware of children's needs
- Use assessments to inform future planning/learning
- Mark books to monitor progression

- Monitor the progression of the lesson
- Talk with and listen to their children
- Consider the tone, pitch and volume of their voice
- Allow for individuality of expression
- Encourage independent thinking
- Make time for self-reflection and evaluation
- Can learn from and admit their mistakes
- Are well trained
- Are knowledgeable
- Have access to quality continuing professional development

When lessons are

- Organised
- Well planned/prepared
- Well-paced
- Brain friendly
- Interesting
- Challenging
- Inclusive
- Creative
- Innovative
- Imaginative
- Fun
- Differentiated

When detailed planning identifies

- Specific learning objectives
- Opportunities for assessment
- Staff deployment
- Suitably matched and differentiated work
- Differentiation by task or outcome
- Appropriate, accessible resources
- Teacher commitment/observations
- Classroom organisation and use of display
- Opportunities for VAK learners

When teachers and children

- Develop a relationship based upon mutual respect
- Value each other's opinions

- Listen respectfully to each other
- Share their successes and failures
- Share a sense of humour

When the teaching environment

- Is attractive
- Is stimulating and exciting
- Is positive
- Is child friendly
- Is appropriately and adequately resourced
- Is conducive to learning
- Is safe, comfortable and secure
- Is well organised
- Is light, clean and tidy
- Is well heated/cooled/ventilated
- Has interactive and relevant displays

When

- External pressures are relevant
- Bureaucracy is kept to a minimum
- Interruptions are kept to a minimum

At Altrincham C.E Aided Primary School we believe that

Children learn best:

When in a risk-free setting that offers

- Safety, security, comfort
- Opportunities to talk, question, explore, make choices and suggestions
- A predictable structure
- A clear curriculum
- Concise and realistic expectations
- Positive praise and reinforcement
- Encouragement

When self-esteem is enhanced through

- Successful experiences
- Respecting uniqueness and values of others
- A cooperative and supportive environment
- Building on strengths
- Focusing on success

When expectations and responsibilities are clearly defined through

- Choices and consequences
- Child motivation and involvement
- Promoting independence
- Displayed learning objectives

When in a stimulating and lively environment that considers

- A wide range of ability
- A wide range of needs
- A wide range of maturity
- Appropriate and accessible resources, materials and furnishings
- Learning by doing
- Relevance to children's lives
- Disabilities
- Equality of opportunity and discrimination
- Inclusion

When actively involved in

- Interactions with others
- Discussions
- Conversations
- Planning
- Sharing decisions
- Play
- Hands on activities
- First-hand experiences
- Exploring opportunities
- Evaluating

When the curriculum reflects current interests and prior knowledge by

- Expanding on what is known
- Sharing background experiences
- Exploring new possibilities and information
- Discovering insights and understandings
- Solving problems
- Posing questions

When in a language-rich environment that cultivates and encourages

- Talking
- Listening
- Reading
- Writing
- Sharing ideas

- Questioning
- Reflection

When a love of learning occurs through

- New discoveries
- Going beyond what is expected
- Positive experiences
- Self-motivation
- Accepting mistakes

When exposed to a variety of teaching strategies and resources

When home-life and background is taken into consideration so that children are

- Healthy not hungry
- Alert not tired
- Relaxed not anxious nor worried
- Not carrying problems from home

When parents/guardians

- Genuinely work in partnership with school
- Support the school
- Show an interest in their child's learning
- Ensure regular attendance
- Ensure punctuality

When the teacher

- Is approachable
- Is enthusiastic

When good relationships exist and are encouraged

What do we want to offer our children during their time at Altrincham C.E Aided Primary School?

BE HEALTHY

- Happiness
- Self esteem
- Self Confidence
- Confidence in own ability
- Sense of humour
- Fun
- Common sense

- Good, happy, positive memories
- Emotional maturity
- Creativity
- Hope
- Independence
- Knowledge of own strengths

STAY SAFE

- Safety and Security
- Health and fitness
- Comfort

MAKE A POSITIVE CONTRIBUTION

- Respect for people, property, the environment
- Trust
- Empathy
- Morals/values
- Perseverance
- Aspirations
- Tolerance
- Good friends
- Cooperation skills/team worker
- Compassion
- Social skills/sociability
- Good manners

ENJOY AND ACHIEVE

- Ability to learn
- Well balanced education
- Eagerness to try new experiences
- Success
- Sense of achievement
- Wide experiences/opportunities
- Knowledge
- Good communication skills
- Basic literacy and numeracy skills
- Speaking and Listening skills
- Analytical skills
- Thinking skills
- Problem solving skills
- Reference skills

ACHIEVE ECONOMIC WELL-BEING

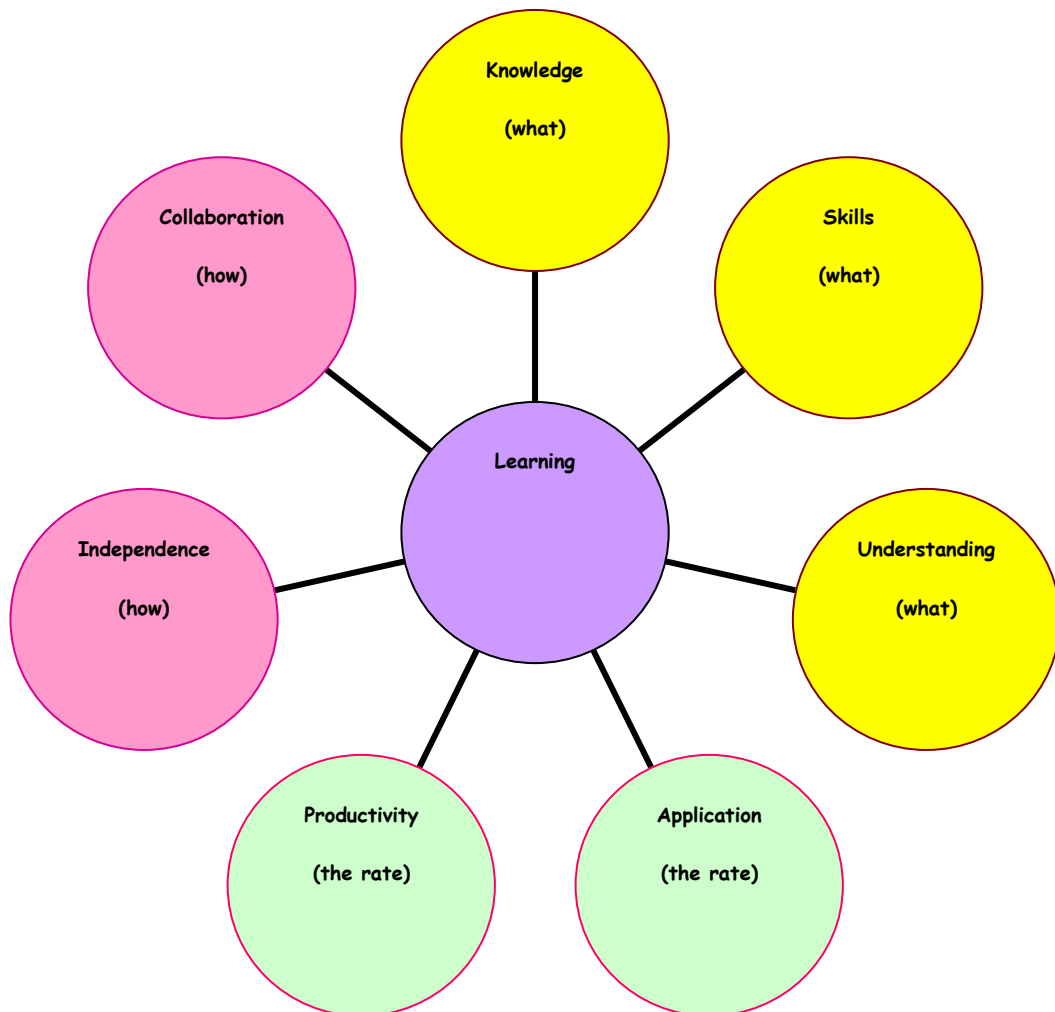
- Life skills

- Desire for Life Long Learning
- Equipped to deal with life's experiences

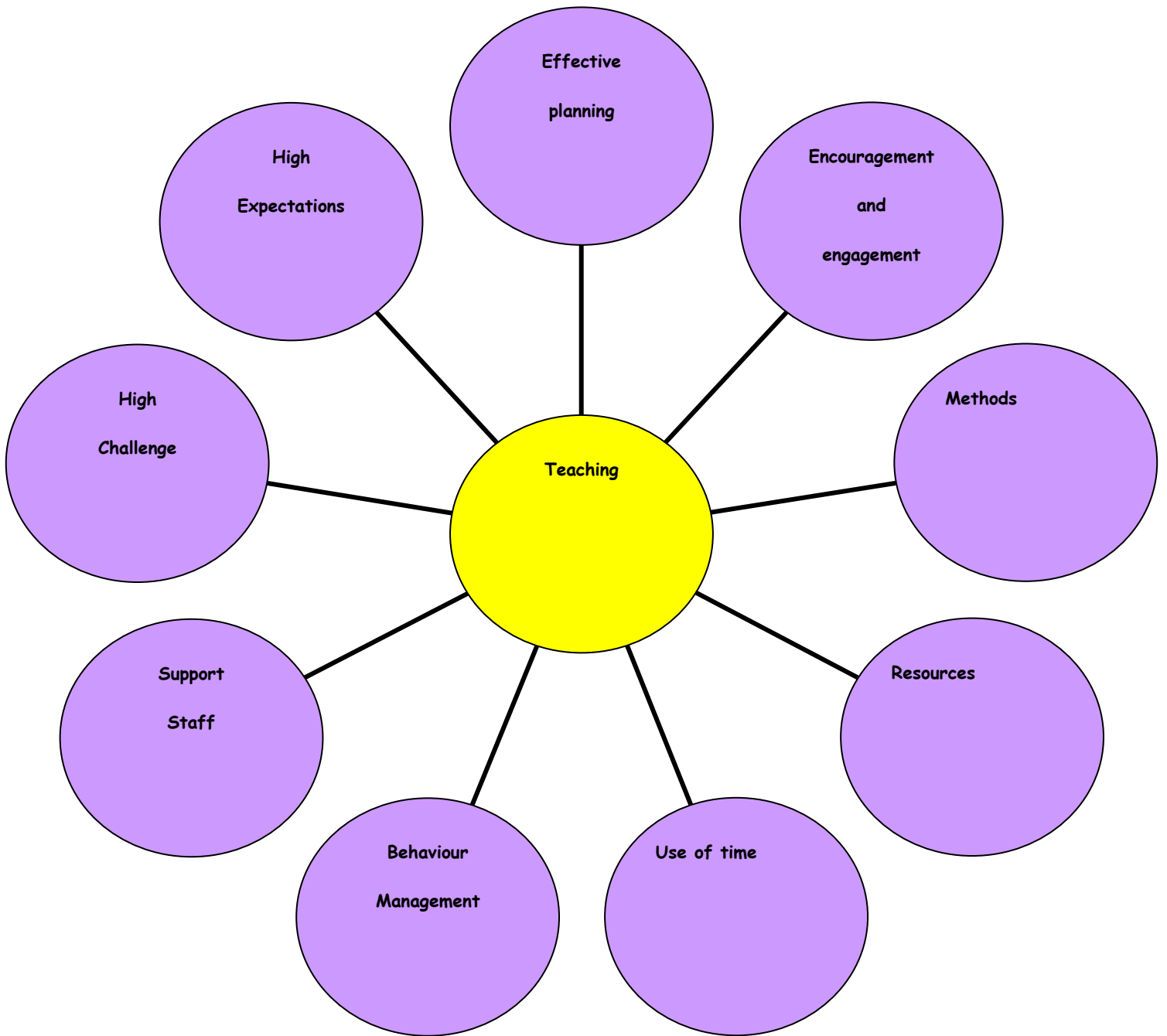
Pupil Groupings

- Foundation (Nursery, Reception, Rec/ Year1)
- Key stage 1 (Year 1/2, Year 2)
- Key Stage 2 (Year 3, 3/4 4, 5, 5/6, 6 and teaching focus groups)

Learning



Teaching



School Governors' Equality Statement:

Race, disability, gender, religious beliefs and sexual orientation equality are included as an explicit aim in all of the School's policies and key documents.

EQUAL OPPORTUNITIES/ INCLUSION

The School Mission Statement requires the School to examine the values transmitted, either intentionally or unintentionally, to pupils and to ensure that the curriculum, organisation, ethos and attitudes provide all pupils with equal opportunity for educational achievement. The Governing Body will therefore seek to ensure that all pupils in the school have equal access to a broad and balanced curriculum and that the specific needs of pupils are met to ensure equality of access.

The practices and procedures followed are as outlined in the school policies on Equal Opportunities and School Inclusion. This includes planning to meet the needs of both boys and girls, children with special educational needs (SEN), children who are more able, children with disabilities, children from all social, cultural and religious backgrounds, children of different ethnic groups including, and children from diverse linguistic backgrounds. The school strives to provide a safe environment, free from harassment and discrimination, in which children's contributions are valued and where racial, religious, disability and gender stereotypes are challenged.

Policy agreed.....date

Signature of Head teacher.....

Signature of Chair of School Governors.....