



# Teaching and Learning Policy

January 2024

Approved by the Governing Body Strategy Group 18/01/24

This Policy is due for renewal in Term 3

2025–26

# **TEACHING AND LEARNING POLICY**

## **OF**

### **GODINTON PRIMARY SCHOOL**

#### **SECTION ONE – INTRODUCTION**

At Godinton Primary School we believe in the concept of lifelong learning; that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. 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.

Through our teaching we will:

- Provide pupils with opportunities to develop the personal and social skills which they will require through life.
- Address pupils' emotional, physical and learning needs.
- Involve pupils in their learning.
- Provide equality of opportunity for pupils to access the curriculum.
- Provide pupils with tasks and responsibilities to gain confidence and self worth.
- Seek, consider and respect pupils' views.

#### **SECTION TWO – AIMS AND OBJECTIVES**

2.1 We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

2.2 Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;

- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

We use our ‘Guiding Stars’ to help promote these skills within the children. At Godinton our ten Guiding Stars are:

Risk Taking, Motivation, Self-Confidence, problem Solving, Independence, Perseverance, Creative Thinking, Personal Best, Teamwork and Communication.

### **SECTION THREE – EFFECTIVE LEARNING**

3.1 We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We try to take into account these different forms of intelligence when planning teaching and learning styles.

3.2 We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer or latest technology;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching video clips and responding to musical material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

3.3 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

## **SECTION FOUR – EFFECTIVE TEACHING**

- When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.
- 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 the children’s individual targets. We have high expectations of all children, and we believe that their work here at Godinton is of the highest possible standard.
- We set academic targets for the children and review the progress of each child regularly.
- We plan our lessons with clear learning objectives. Success criteria is used to identify the required steps to achieve the objective. We assess the effectiveness of our lessons to amend our teaching so that the learning process as effective as possible.
- We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.
- We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment and resources and with displays.
- All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

### **4.1 Health and safety**

Staff:

- will satisfy their duties as loco parentis and do all that can be expected to maintain the health and safety of their pupils. When we plan to take children out of school, we always inform parents and obtain their permission if the visit is outside of the local area. (A local visits form is completed upon joining Godinton Primary School and gives consent for pupils

to be taken off site within the vicinity.) School visits are planned in line with the Educational visits policy.

- must follow school policy and either be in class ready to receive pupils, or collect them when required from a pre determined point, as well as deliver them for collection when required, such as at the end of the day.
- will not leave children unsupervised in a situation or for a period of time where they are subsequently put at risk.

#### **4.2 Emotional well being of pupils**

Staff:

- provide pupils with avenues of communication which they can use to express concerns.
- deal with the emotional needs of the pupils in an appropriate and effective manner.
- maintain a welcoming and open liaison with parents/carers.

#### **4.3 Development of the school**

Staff:

- recognise and supports the school ethos and values.
- play an active role in developing the school School Improvement Plan (SIP).
- are aware of the key issues within the SIP and supports actions taken to address them.

#### **4.4 Learning environment**

Staff:

- create and maintain an organised, welcoming and stimulating environment for their pupils to work in.
- change displays at least every other term, to ensure that the classroom reflects the topics studied by the children.
- ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and easy access to fiction and non-fiction books, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

#### **4.5 Resources**

Staff:

- ensure that there is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand.
- ensure that all pupils should know where materials are kept and the rules about their access and use.
- ensure that all pupils must know what they cannot touch for reasons of safety and privacy.
- encourage pupils to act independently in choosing, collecting and returning resources where appropriate.

#### **4.6 Assessment and tracking**

Staff:

- begin the academic year in September with a clear idea of the differing ability levels of the class as a cohort.
- are aware of the differing ability groups within the class.
- are particularly aware of those pupils who either exceeded or did not reach the target levels in reading, writing and maths in the preceding academic year.
- set target levels for their children during each academic year ensuring that challenge is provided for all children.
- use ongoing assessment to inform the planning process.
- Track the progress and attainment of all groups of children including vulnerable groups such as AEN or pupil premium children.
- Regularly plan opportunities for pupils to self-assess, such as use traffic lights, marking grids/ success criteria or a similar system to allow pupils to inform them of issues which they have in understanding the work.

#### **4.7 Planning the effective lesson**

Staff:

- must follow the school's curriculum
- must plan lessons where assessment has played a part in determining the level of prior understanding held by the pupils.
- deliver lessons which build on the prior learning of every child and is separately differentiated as far as possible.
- prepare and organise Teaching Assistant support within the lesson.
- liaise with teaching assistants to determine the outcome of the support and inform planning.

#### **4.8 Delivering the effective lesson**

Staff:

- maintain good pace and progression within a lesson.
- employ a range of teaching styles and strategies in order to satisfy the requirements of all pupils.
- maintain good order and discipline during lessons.
- should check the children's understanding at regular intervals.
- should give constant feedback to pupils to guide and encourage learning.
- should highlight individual and group achievements.

All of the above are monitored on a regular basis by the Headteacher and Assistant Headteachers.

### **SECTION FIVE – THE ROLE OF 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;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. This will include reports received as part of the monitoring of the school improvement plan.

### **SECTION SIX – THE ROLE OF PARENTS AND CARERS**

We believe that parents/carers have a fundamental role to play in helping children to learn. We endeavour to inform parents / carers about what and how their children are learning by:

- Ensure curriculum information is up to date and available to all parents. This information is available on the school website and updated at the start of new Learning Adventure topics. (Paper copies are available on request.)

- Sending regular reports to parents/carers in which we explain the attainment of their child and the effort at which they are working at for different subjects. In the detailed mid-year report we also give clear guidance as to how their child can improve further;
- The school website is continually updating with useful information and links to other websites which we feel may be helpful to parents in supporting their children.
- Explaining to parents/carers how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

6.2 We believe that parents/carers have the responsibility to support their children and the school in implementing school policies. We would like parents/carers to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- 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;
- fulfil the requirements set out in the home/school agreement.

## **SECTION SEVEN – MONITORING AND REVIEW**

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

## **SECTION EIGHT – CHILDREN IN CARE (Formerly known as Looked After Children)**

As for all our pupils, Godinton Primary School is committed to helping all Children in Care (CIC) to achieve the highest standards they can. Staff are aware that CIC can be at risk of underachieving at school because they have experienced disruption to their family life and education. Some may have low expectations, poor emotional and psychological health and a lack of family support.

## **SECTION NINE – EQUAL OPPORTUNITIES AND RACIAL EQUALITY (Refer also to these specific policies)**

**EQUALITY STATEMENT** (Refer also to specific policies for equal opportunities and racial equality)

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil



partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.