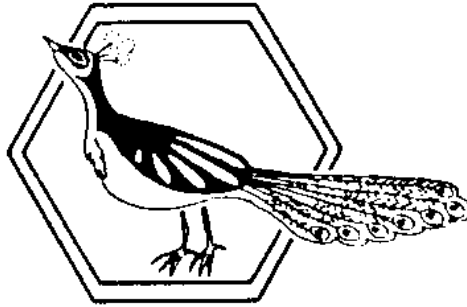


Stanton Harcourt CE Primary School



Learning and Teaching Policy

Date agreed by Staff 13.03.13

Signed.....

Print name.....

Capacity.....

Date agreed by Governors 14.03.13

Signed.....

Print name.....

Capacity...Chair of Governors

Signed.....

Print name.....

Capacity.....Headteacher

Frequency of review: Every two years

Next date for review: March 2015

Interim notes

Stanton Harcourt CE Primary School
Learning and Teaching Policy

Mission Statement

Celebrating learning in a creative, caring and Christian community, sharing the belief that we are a “Small school with a big heart”.

Learning Ethos

At Stanton Harcourt CE we aim to provide a personalised education which brings out the best in every child, spiritually, emotionally, morally and socially, building on their strengths and enabling them to develop a life-long love of learning.

We ensure that all learning is taught enthusiastically through a range of real and creative experiences, taking into account individual learning styles. We believe that motivation for learning is promoted through a child centred, enquiry based approach which celebrates the success and achievement of all, promoting the development of children’s spirituality. We work with the children in a safe learning environment, where everybody is equal. Children are taught how to collaborate and work as part of an effective team so that they grow into confident citizens valued for the contribution they make to society.

Values

Our values are embedded in the way people relate to each other children and all adults, the curriculum, assessment and our celebration of achievement. These values have been developed in partnership with all members of the school community and will continue to evolve and be revisited. They are:

Care Respect Equality Achievement Trust Excellence
C R E A T E

Care

- Raising money for charity
- Being kind and thoughtful to others – awareness of others needs
- Caring for friends – including others
- Sharing and turn taking
- Being careful about words and actions towards others

Respect

- Looking after self, others and the environment/community
- Understanding how different circumstances require different codes of conduct
- Understanding others - being interested in lives of other people
- Speaking politely
- Being proud of school and local community
- Being a good friend
- Showing consideration

Equality

- Everyone’s voice is heard and counts
- Fairness for all
- Everyone is listened to
- The curriculum is inclusive with access to all
- Background, talents and differences are celebrated
- Sharing Leadership
- Understanding Community
- Praising and supporting others, incorporating their needs and ideas

Achievement

- Celebrating different types of achievement
- Working hard and doing your best – not being afraid to fail
- Perseverance – not giving up
- Pride in your achievements
- Appreciating other peoples achievement
- Feeling successful
- Having high expectations
- Understanding the learning process – self reflection/cognition

Trust

- Being honest with self and others
- Recognising, accepting and learning from own mistakes
- Sharing problems and feelings with others
- Trusting others to be reliable, work independently or fulfil role in team

Excellence

- Considering all members of the school community
- Working well as part of a team
- Co-operating with others and compromising for the benefit of all
- Taking the initiative – doing things without being asked
- Creating a sense of belonging
- Wearing school uniform
- Always striving to do our best in all we do

Statement of Aims

Our aims are:

- To develop the ethos of the school and ensure that everyone works to an agreed set of values and principles, that the beliefs and attitudes of everyone support the learning environment, equality and respect for all.
- To have high expectations of all members of the school community.
- To ensure that everyone achieves their full potential through a holistic education, this provides opportunities for learning through a range of experiences.
- For individuals to achieve success in all areas through the development of collaborative and independent skills.
- Through success, to foster a positive, motivated attitude to learning and to develop individuals understanding of the process of acquiring new skills or knowledge in order to promote life long development.
- To encourage and develop positive attitude towards other people within our community and to teach appropriate strategies for dealing with conflicts.
- To raise awareness of individuals responsibility to themselves, the school community, environment and the wider world.
- To promote Christian values and through education develop understanding and respect for people of other race, cultures and beliefs.
- To develop sensitivity, the ability to empathize, express their own emotions and respond thoughtfully to the feelings of others.

- To provide opportunities for spirituality, personal reflection and expression of feelings such as wonder, joy or sorrow.
- To encourage and educate everyone to value their health and well being and know how to make choices about healthy living.
- To maintain a stimulating school environment for everyone, to build on enthusiasm and support individual success.
- To maintain good links with other organisations within our locality and to share good practice and support for each other.

The Learning Environment

The learning environment reflects our learning ethos and values. The curriculum is topic based, cross – curricular and child centered. Teachers plan to ensure that areas of the national curriculum are covered and there is continuity and progression throughout the school. An enquiry based focus initiates each topic with teachers and children working together to discuss what is already known, what they think and what they want to find out.

Teachers focus on developing skills, knowledge and understanding through the themes. They ensure that children see themselves as learners and understand the learning process. Evidence is kept of children’s academic achievement and their attitudes to learning. Parents are updated and informed of their child’s progress and data is analysed. Clear learning objectives are given at the start of lessons; children and adults identify the success criteria. Marking is collaborative; children are involved in the marking process as a result they know when they have been successful and what their next step is. A range of teaching styles are used with children being given opportunities to work collaboratively with different people. All teachers use circle time, whole class rewards and the language of choices and consequences to ensure that everyone is safe, well behaved and maintaining excellent relationships.

The physical environment reflects the diversity and hands on approach to learning. The curriculum reflects our commitment to working outdoors and providing a range of opportunities for children of all learning styles. There are high quality relationships between all members of the school community; people are approachable, trustworthy and honest.

Homework is set as an extension of the work within school, it supports the curriculum and provides an opportunity for parents/carers to be more involved with their child’s learning. Homework is planned to reflect the broad and well balanced approach to learning throughout the school and aims to reflect the needs of the learner.

(Please see related policies; SEN, homework, Marking, Equal opportunities, Access Plan)

Learning and the Curriculum

Appendix a – curriculum overview

- Coordinators ensure that all programmes of study from the national curriculum are covered
- Teachers plan a cross-curricular approach, making the learning meaningful and providing a range of concrete learning opportunities to enthuse and inspire e.g. trips, visits, experience days, dressing up, role play, visitors, model making, experimenting and discussion
- Teachers work with children to understand what is already known and thought about a topic before identifying what aspects children are interested in
- Topics are broad and balanced across a range of curriculum areas
- The curriculum is responsive, consistently reviewed and evolving.

Teaching

- Planning
 - Plans identify Programmes Of Study (POS) that are to be covered and key questions which will form the basis of the work
 - Learning objectives will reflect the POS
 - Lessons are differentiated appropriately
 - Coordinators analyse planning for coverage and progression

- Teaching and learning styles
 - Children learn, discuss and identify their particularly learning style and attitudes
 - Children work in pairs, small groups, whole class and individually
 - Teachers use AFL strategies to include and involve the children in the lesson
 - Classrooms are calm, positive environments where children feel safe to make mistakes, discuss their concerns and support one another
 - Children's work is purposeful, teachers and pupils have clear understanding of what learning is taking place and what the outcome to that should look like – high expectations are maintained at all times

- Assessment for learning
 - Everyone is clear of the learning objective – (I can... statements are used throughout the school) this is discussed and the success criteria identified at the start of the lesson and success is evaluated at the end
 - Everyone is involved in their own learning through interactive teaching and high quality questioning e.g. think, pair, share, no hands up, white boards etc
 - Children are aware of what they have previously achieved, know and understand and can recognise how this is related to the next step in their learning
 - Assessment of children's previous work informs the planning for the next lesson
 - Work is assessed alongside children, in collaboration with children and by children
 - Marking only comments on the learning objective – the work is highlighted where success criteria has been met, a moving on comment, question or extension is provided when appropriate (refer Marking policy)
 - Marking is a useful tool that provides everyone with information about individual children it should be done either during i.e. with the child or immediately after the lesson
 - Children must be given time to respond to marking when appropriate

- Recording and Reporting
 - Children's level assessments are recorded on individual and cohort tracking grids at regular intervals throughout the academic year
 - Children's levels are discussed, if requested, with parents at parents evenings and each child is given a level target in the core subjects
 - Cohort tracking sheets are updated annually and targets set – prior to cohort moving to next year
 - Assessment books record evidence of children's progress in English, Maths, Science
 - Pupil progress is supported by the use of APPs in KS1 and KS2
 - Parents are invited to attend a curriculum evenings to share and celebrate outcomes and achievement
 - We have an open door policy and parents are welcome to make appointments or talk formally to teachers at the end of the school day
 - Parents evenings are held periodically
 - Children with Special Educational Needs are given a set of learning and or behaviour targets, evidence of progress towards these targets are kept and shared at the pupils review

Subject Specific Recommendations

- Creativity is at the heart of our curriculum
- At the start of each term the learning in all classrooms is about real opportunities for speaking and listening; finding out about each of the children, establishing the learning ethos, discussing what is already known, thought and understood about each topic, generating key questions to provide basis for enquiry, understanding the learning profile of each child and setting learning steps
- Speaking and listening is the foundation of continuous literacy teaching throughout the school, promoted through drama and storytelling, letters and sounds, support for spelling and ARCh

- Specific time is given to learning about phonics, spelling and handwriting – opportunities for all types of learners to access these vital aspects of learning, e.g. learners are taught actions to associate with letter sounds (Jolly Phonics)
- Emergent writing is valued through purposeful opportunities for real writing and children are asked to discuss their writing without being made to feel that it is wrong
- Staff engage with writing as a method for communicating with children from when they start school
- Handwriting is taught through the Continuous Cursive Script Scheme
- Identified high quality reading time is valued throughout the school to develop the skills of reading. Children have reading books and reading diaries or journals throughout their time at school which children, teachers and parents contribute in
- All other programmes of study for English are taught through studying topics and themes, a cross-curricular approach, e.g. when making puppets children explore and create their own instruction writing, when studying a famous person children write a persuasive letter asking the person to visit the school
- MFL is introduced in FS and Key Stage 1 through music and games and taught in Key Stage 2 to develop communication and language
- The teaching of Maths in Key Stage 1 and 2 is informed and supported by the Abacus Evolve Mathematics Scheme
- Maths is relevant, practical and topic based when meaningful
- Science is approached as a practical subject with lots of opportunity for exploration and investigation through the topics and themes explored
- Mathematical and scientific language is modeled by the teacher and children learn to use the language to explain answers and how they might solve problems
- ICT is used as a cross-curricular tool, with a focus on developing broad and balanced skills
- Risk assessments are referred to, reviewed and updated in all relevant curriculum areas
- RE is taught through age-appropriate planning and by sharing specific Religious events within the whole school community
- Some aspects of PE are linked to the topics and themes e.g. dance
- PSHCE is an ongoing subject which embraces all the work that is done in each class. There are dedicated times in the week when adults and children have circle time, these lessons are taken from the SEAL program
- Some aspects of the music curriculum are taught by professional musicians, e.g. violin and singing. Subject specialists liaise with staff to ensure that music is used throughout the curriculum to ensure creative expression, cultural awareness and as a fun way of remembering facts
- Curriculum Coordinators keep updated files containing relevant accessible information for all staff

Characteristics of excellent teaching and learning

All pupils are engrossed in their work and consistently make progress in every lesson. Achievement is very high. Teaching is stimulating, enthusiastic and consistently challenging, stemming from expert knowledge of the curriculum, how to teach it and how pupils learn. There are excellent relationships in the classroom. Teaching methods are well selected and time is used very productively for whole-class, independent and collaborative work. Activities and demands are matched sensitively to pupils' needs. Well-directed teaching assistants reinforce and support learning very effectively.