Teaching and Learning Policy

Kenilworth Primary School

Our Vision

'High Aspirations Today, Inspiring the Leaders of Tomorrow.'

Date: March 2025
Review date: March 2028

Kenilworth Primary School – Teaching and Learning Policy

Principles and Rationale

This policy is a statement of the aims, principles and strategies for teaching and learning at Kenilworth that ensures all staff understand and achieve our shared standards of good practice. The policy provides an agreed framework for teaching and learning within our school, in order to secure a coherent and continuous education for our children, to promote quality teaching, equality and inclusion.

Teaching and learning are the core functions of our school. Effective teaching is the provision of high quality experiences in a stimulating and supportive environment. The ability to establish and maintain good relationships is central to effective teaching so that we provide the best quality education for all the children of Kenilworth.

We believe that every child in the school should have the opportunity to achieve their full potential. Teachers are aware that their central role is one which maximises effective learning by using appropriate and challenging teaching strategies.

This policy aims to:

- Enable children to become confident, resourceful and independent learners.
- Support children to develop their skills and abilities and reach their potential.
- Foster children's self-esteem and help them to build positive relationships with other people.
- Develop children's self-respect and encourage them to understand and respect the values of others.
- Show respect for a diverse range of cultures and, in so doing, promote positive attitudes towards other people.
- Enable children to understand their community and feel valued as part of it.
- Help children grow into reliable, independent and positive citizens.
- Promote curiosity, wonder and a lifelong love of learning.

In line with the Teaching Standards, teachers are expected to demonstrate consistently high standards of personal and professional conduct by maintaining high standards of ethics both in and outside of school.

Teachers work towards the school`s aims by:

- Providing a challenging and stimulating environment and programme of study designed to enable all children to reach the highest standards of personal awareness.
- Recognising, and being constantly aware of, the needs of each individual child according to ability and aptitude.
- Being good role models - professional, well prepared and appropriately dressed.
- Maintaining an up to date knowledge of the National Curriculum and other educational issues.
- Having a positive attitude to change and the development of their own expertise.
- Establishing links with the local community to help pupils come to an understanding of their responsibilities to people other than themselves.
- Ensuring that pupils, who are learning English as an additional language, have their home language and background valued and recognised.
- Using EAL strategies to support ALL learners including those with English as an additional language such as, using scaffolding.
- Displaying and celebrating the children's work effectively, using quality materials, classrooms are well ordered and tidy.

- Ensuring teaching strategies, deployment of resources and classroom organisation supports children irrespective of background, promotes inclusion and reflects the diverse nature of Kenilworth.
- Developing their own expertise and showing flexibility within their working patterns.
- Working collaboratively with a shared philosophy and commonality of practice.
- Staff meetings begin on time and everyone is there.
- Deadlines must be met – they are set for a reason.
- Classrooms are expected to be well organised, tidy and arranged to enable the children to be independent in using resources.
- English and maths working walls display current learning and are added to alongside the children
- Classroom display boards should be changed every half term, with work that reflects the term's theme and include key vocabulary.
- All communal display boards are updated termly.
- The quality of work expected from the children is high.

Effective teaching and learning:
We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them by:

- Enabling students to acquire new knowledge and make good progress according to their ability, so that they increase their understanding and develop their skills.
- Fostering self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.
- Creating well planned learning sequences and lessons utilising effective teaching methods, activities and management of time.
- Showing a good understanding of the aptitudes, needs and prior attainment of students, ensuring that these are taking into account when planning learning.
- Demonstrating good knowledge and understanding of the subject matter being taught.
- Utilising effective classroom resources of good quality, quantity and range.
- Implementing effective assessment strategies to inform teaching and impact on student progress.
- Employing effective strategies for managing behaviour and encouraging students to act responsibly.
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Supporting the promotion of British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Promoting diversity and equality.

Planning supports the school's aims: (Also Refer to Curriculum Policy)

The curriculum content has been carefully chosen and is organised to ensure children can build on their knowledge from year to year. Therefore, because the knowledge in the curriculum is cumulative, firm foundations are laid from which children can progress and develop deeper conceptual understanding and subject-specific skills over time.

Although all subjects are taught explicitly we make meaningful connections across subjects. Units of work are supported by knowledge organisers that detail what is to be learned. We value parental support and involvement in their children's learning and a copy of the knowledge organisers are sent home at the beginning of each unit.

All teachers are involved in creating and adapting the carefully balanced curriculum to cover the N.C. objectives and other areas. Schemes of work for some individual subjects are developed by subject

leaders in collaboration with the whole staff. Long, medium and short-term lesson plans are drawn up by individual class teachers and are monitored by the SLT.

Subject leaders support in a variety of ways, they:

- Take the lead in developing policies & schemes of work planned to ensure subject progress and continuity throughout school.
- Support colleagues in the development of detailed work plans, the implementation of schemes of work, assessment & recording.
- Monitor progress in their subjects and advise the SLT on any action needed.
- Are given time release, subject to budget and time constraints, to allow them to support colleagues.
- Are expected to keep up to date through CPD.
- Are expected to lead staff meetings on their subject.

Feedback to pupils about their own progress is achieved by the marking of, and discussion about, their work. Effective marking: (also refer to Feedback & Marking Policy)

- Aims to help children make progress and comments aim to be positive as well as constructive.
- Pupils read and take on board comments and acknowledge feedback.
- Where possible comments reflect pupil targets.
- Is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability.

We believe that parents have a fundamental role to play in helping children to learn. We do all we can at Kenilworth to inform parents about what and how their children are learning by:

- Holding termly parent consultations to discuss children's progress.
- Inviting parents in to review children's learning through book looks.
- Giving regular reports to parents in which we explain the progress made by each child, an indication of attainment and establish targets to ensure future progression.
- Holding workshops for parents to enable them to support their children's learning.
- Giving information on how they can support their children with homework.

Parents work toward the school`s aims by:

- Ensuring that children attend school regularly, punctually and in good health.
- Providing support for the discipline within the school and for the teacher`s role.
- Ensuring early contact with school to discuss matters which affect a child`s happiness, progress and behaviour.
- Giving due importance to homework, hearing reading and assisting in any work sent home.
- Allowing their children to take increasing responsibility as they progress through school.
- Promote a positive attitude towards school and learning in general.

Governors at Kenilworth determine, support, monitor and review the school policies on teaching and learning. Governors work towards the school's aims by:

- Supporting the use of appropriate teaching strategies by allocating resources effectively.
- Ensuring that the school buildings and premises are best used to support successful teaching and learning.
- Monitoring teaching strategies in the light of health and safety regulations.
- Monitoring how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensuring that staff development and performance management policies promote good quality teaching.

Documents linked to this policy:

- Feedback & Marking Policy
- Behaviour Management Policy
- Remote Learning Policy
- Curriculum Policy
- Code of Conduct Policy
- Teaching Standards