

# **SAMLESBURY Church of England Primary School**

Growing, Learning & Inspiring through God's Love and  
Grace



## **07051 TEACHING AND LEARNING POLICY**

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**Date of next review:** September 2023

**Signed:**

**Date:**

# **SAMLESBURY CHURCH OF ENGLAND PRIMARY SCHOOL**

## **1 Aims and Objectives**

### **Rationale**

At Samlesbury CE Primary, we believe in putting children at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience, reciprocity reasoning and reflection. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. We believe that children should be given the opportunity to be taught to the highest standards by teachers who inspire a thirst for knowledge and a love of learning and are able to give children excellent feedback so they are able to make rapid gains in their learning. Our Teaching and Learning policy sets out our high standards and clear expectations and ensures equal opportunity for all our pupils.

### **Aims**

We believe that all children should be given opportunities to:

- reflect, question, wonder, think, connect, be self-aware and be determined
- become confident, resourceful, enquiring and independent learners
- be taught by professionals who understand individual children's learning styles
- make mistakes and understand that they learn from these experiences
- build knowledge, make meaning and apply understanding
- build positive relationships with others and develop their self-esteem
- develop their self-respect and 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
- understand their community and help them feel valued as part of this community
- grow into reliable, independent and positive citizens for the 21<sup>st</sup> century
- produce high quality outcomes that they and others are proud of

## **2 Approaches to Teaching and Learning**

### **Learning at Samlesbury CE Primary**

Children learn best when:

- There is mutual respect between themselves, adults in school and parents/carers
- Staff and parents/carers have high expectations of them and value their work
- They can reflect on and evaluate their own and their peers' work by using constructive advice
- They understand the purpose of the task and what they need to do in order to succeed
- They are given challenging activities and opportunities to enquire and discover for themselves
- They are presented with stories and examples to place their learning in a 'real-life' context rather than being given facts and abstract principles
- They are provided with short regular opportunities to learn rather than longer single sessions
- They regard learning as a vehicle to personal enrichment
- They are given rich and varied opportunities to enhance their learning through new technologies
- They are taught the skills enabling them to work collaboratively as well as independently

- They are motivated and enthused by their learning and have high self esteem
- They are allowed to make errors and see errors as a key part of their learning

### **Teachers at Samlesbury CE Primary**

Excellent teaching cannot be simply defined or classified. Teaching requires a complex mind set which combines knowledge, strategies and attitude. It is not formulaic and there is no recipe. Although key attributes are listed below, we do not believe there is a 'definitive' teaching style. We believe that good and outstanding teaching is achieved when teachers work collaboratively to evaluate their impact on learning in the school.

#### **Knowledge**

Teachers will have:

- An understanding of children's prior knowledge
- Enough subject knowledge to provide suitable challenge and meaningful experiences
- The ability to plan deliberate interventions to ensure cognitive change
- A range of teaching strategies to provide direction and re-direction
- The ability to move from single ideas to multiple ideas to enable children to construct and reconstruct knowledge and ideas
- The confidence to step back and allow independence when children are progressing
- The subject knowledge to provide the next step in feedback

#### **Strategies**

Teachers will:

- Share and explain the learning intentions and success criteria with the children
- Create an error-rich climate so that children can experiment with their thinking about the content and make connections across ideas
- Create opportunities for self and peer assessment
- Provide opportunities for overlearning, practice and concentration in order to gain fluency
- Provide opportunities for challenge and subsequent relevant and useful feedback
- Use effective questioning to develop understanding
- Make the learning visible to the learner
- Create opportunities for genuine discussion and dialogue

#### **Attitude**

Teachers will have:

- A passion for and are absorbed by the process of teaching and learning
- A passion for the progress and achievement of their children
- A love of the curriculum content
- An ethical and caring stance
- High expectations of all children and see themselves as personally responsible for the children meeting those expectations
- A life-long love of learning
- A focus on seeing learning through the eyes of the children
- The vigilance to know what is and what is not working and continually evaluate and reflect on their practice

### **3. Planning and Delivery at Samlesbury CE Primary**

Teachers will:

- Plan according to the curriculum framework and policies that have been agreed in line with the National Curriculum
- Take into account children's prior achievement

- Ensure planning allows opportunities for application of key skills and newly acquired knowledge
- Share focused learning intentions for each lesson that makes clear to the children what is to be learned
- Plan to include clearly defined success criteria that are shared with the children
- Plan and deliver lessons that take into account children's different abilities and ensure the curriculum is accessible to all through a differentiated approach
- Through short, medium and long term planning ensure that there is an appropriate structure and progression to learning opportunities
- Plan effective plenaries that consolidate new learning and identify future learning needs
- Summarise, review and evaluate lessons for effectiveness
- Respond to children's work and give verbal feedback in a way which extends their learning
- Ensure that support staff are deployed effectively and with maximum impact to support learning
- Plan ahead to ensure that pre-teaching can be used as an effective intervention strategy
- Use strategies to ensure all pupils are involved in the learning process
- Use ongoing (formative) and summative assessment to inform future planning and use these assessments to adapt and reshape lessons where appropriate
- Plan all units of work with the end of unit assessment in mind
- Plan to ensure the correct level of challenge for all pupils. Children will develop the resilience and perseverance to keep at a problem. This requires children to understand that they need to be active learners, who know their goals and who are given the tools to think more deeply and creatively about the conflicts between existing skills and knowledge and new concepts
- Create lessons with opportunities for meaningful discussions between children and between teachers and children
- Provide opportunities for enabling successive refinement, with room to make and correct errors as this will help them to improve performance
- Ensure lessons are well-paced but sensitively balanced to ensure the need for pace does not compromise the quality of the learning experience
- Lessons are planned appropriate to the level of learning
- Listen during a lesson and adapt the lesson accordingly and not just follow the plan. Teachers will develop the skills to be able to scan, identify opportunities and barriers to learning
- Provide effective feedback which ensures children understand what they have done well and are clear about how to improve. Feedback teachers provide will help to reduce the 'gap' between where the child is and where he or she is meant to be. Teachers will differentiate their feedback taking into account the ability of the child and where in the teaching sequence they are working.

#### **4. Classroom Environment at Samlesbury CE Primary**

Teachers will:

- Create a class climate that is seen to be fair
- Actively encourage the phrase 'I don't know' and errors as routes to learning
- Establish clear routines that will maximise learning time
- Have clear expectations of behaviour and children that respect the teacher
- Ensure children know that the teacher is passionate and believes in them
- Use positive behaviour management techniques (see Behaviour policy)

- Ensure classrooms are tidy and clutter-free and children are taught to take care of, select and return resources appropriately
- Ensure key displays are current and support and enhance the children's learning
- Establish working walls and ensure that they are well maintained
- Ensure that resources and furniture are accessible, used imaginatively and correctly labelled
- Ensure that classrooms are safe and accessible to meet the needs of all learners

### **5.1 The Role of Governors at Samlesbury CE Primary School**

Our governors support, monitor and review the school's approach to teaching and learning. In particular they:

- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the head teacher's report to governors and school visits
- Ensure that the school buildings and premises are used optimally to support teaching and learning and is compliant with health & safety regulations.
- Seek to ensure that our staff development and our performance management both promote good quality teaching
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Monitor the school with regard to meeting the needs of the community it serves

### **5.2 The Role of Parents & Carers at Samlesbury CE Primary**

Parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Holding induction meetings to explain our school strategies for teaching the National Curriculum and early Years Foundation Stage Curriculum to new parents.
- Sending/publishing information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school.
- Sending annual reports to parents in which we explain the progress made by each child and indicating how they can improve further.
- Explaining to parents how key areas of the curriculum are taught through holding parent meetings.
- Holding termly parents' evenings which provide an opportunity to discuss progress children are making.

Parents have the responsibility to support their children at the school in implementing school policies by:

- Ensuring that their child arrives at school on time and has the best attendance record possible, which includes avoiding taking holidays during the term time.
- Ensuring that their child is equipped for school with the correct uniform and PE kit.
- Informing school if there are matters outside of school that are likely to affect the child's performance or behaviour.
- Promoting a positive attitude towards school and learning in general.
- Fulfilling the requirements set out in the home-school agreement.