

# College Road Primary School

## Teaching and Learning Policy

### Introduction

At College Road Primary School we believe in the concept of lifelong learning and the idea 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.

### Aims and objectives

We believe that people learn best in different ways. At our school we provide rich and varied learning experiences that focus on the real, relevant and purposeful; these allow children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become successful lifelong learners, with a joy of learning;
- 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;
- encourage the adoption of a healthy lifestyle and an understanding of basic financial responsibilities
- enable children to understand their community and those of others, and help them feel valued as part of these communities;
- help children grow into reliable and independent citizens who know how to stay safe and who make a positive contribution.

### Building Learning Power: Effective learning

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.

We are committed to helping every individual to become a better learner. Staff work together using a common language for learning to explicitly teach children how to become effective learners, both in the classroom and beyond.

Within every class children are encouraged to use 'Building Learning Power' foci to become more active in their learning. Using a framework set out by Guy Claxton children are encouraged to foster attitudes of:

- Resilience - never give up learning
- Reciprocity - learning alone & together
- Resourcefulness - learn in different ways
- Reflectiveness - the learning journey

Children are taught what these learning skills/ muscles/ tools look and feel like, and how they

work together to facilitate learning. They learn what learning feels like and how to develop these skills.

Children need to be aware that learning is a journey and not something that necessarily happens in one session. They are given regular opportunities to reflect on and celebrate their progress as learners in their 'Learning Logs'.

With the development of these learning tools, we believe that the children at College Road Primary School will have a head-start in the modern, unpredictable and ever changing world. They will be able to use every opportunity to not only enjoy their learning, but make it personal to them whilst developing transferable skills. Giving children ownership of their learning means that every child will be equipped with the skills, attitudes and confidence to support their development as lifelong learners.

## **Effective teaching**

All learning is carefully planned on a long, medium and short term basis. There must be a good balance of individual, group, paired and whole-class teaching.

Teachers must choose carefully the style of teaching which is the most effective, and groups will differ in composition and size for different activities. There may be several different activities in progress and at these times the teacher will be helping mainly one group or individual, whilst the remainder will be involved in planned activities that do not require teacher input. It is important that while this is in progress children stay on task.

College Road's approach to teaching includes the teaching of specific learning muscles and powers, either alongside curriculum content or as stand alone learning sessions. Tasks set will mirror the practicing of the learning power or muscle.

It is vitally important that the children learn that being 'stuck' is not a problem but an opportunity to improve. Teachers must give opportunities for children to cover different learning styles and aspects so that all children are included and provided with the best possible chance to learn. Teachers will use a variety of questioning techniques and approaches matched to demands and individuals. Teachers will challenge children's thinking in order to make connections to other areas of learning.

Teachers must share the learning objectives of teaching sessions and sequences with children at the outset of sessions, and reflect upon these at the end of the session. This includes the learning muscle or power that the children are being asked to exercise. Good lessons have clearly planned learning objectives.

Layered curricular targets in reading, writing, and maths that detail expectations for all children will form the basis for much teaching and learning, and will be agreed with the children and their parents and be on display in each class.

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 information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and strive to ensure that their work here at College Road Primary School is of the highest possible standard.

We ensure that all tasks and activities that the children do are safe.

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.

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.

We conduct all our teaching in an atmosphere of trust and respect for all.

### **The Learning Environment**

This will be organized to ensure that children have the opportunity to:

- work individually, in pairs, in groups or as a class
- make decisions
- work co-operatively
- solve problems
- be creative
- discuss their ideas
- develop social skills
- develop thinking skills
- develop independence
- use their initiative
- receive support
- achieve academically

Real learning takes place in an environment which:

- is challenging and stimulating
- is peaceful and calm
- is happy and caring
- is organized
- is well resourced
- makes learning accessible
- is encouraging and appreciative
- is welcoming
- provides equal opportunities
- provides a positive learning atmosphere

Children should be encouraged to develop organizational skills and independence through:

- appropriate tasks
- confidence building
- example and modeling
- co-operation
- provision of suitable opportunities
- responsibilities

### **Display**

Display in the school will be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed regularly. It should include learning from different aspects of the curriculum and reflect the individual child's efforts as well as ability.

### **Routines and Rules.**

Routines and rules contribute to a health learning environment. To be effective they should be:

- agreed by the children and clearly understood

- displayed and signed by the children
- fair and consistent
- realistic and positive
- kept to a minimum but enforced
- based on daily activities with which the children are familiar

All rules should result in the children knowing the boundaries of good behaviour and should be set within the terms of our school behaviour policy.

### **Achievement**

Social, physical, creative and academic achievements are celebrated in many ways as an on-going process in all aspects of school life by:

- verbal or written praise by teachers, peers, parents and governors
- displays of work
- opportunities to perform or share learning
- encouraging self esteem
- awarding of stickers, catch-me tickets, house points, golden time and certificates etc
- sharing successes with the community

Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in this process by the encouragement of self appraisal and target setting. Assessment is an integral part of the learning and teaching process; see our Assessment policy for further details.

Our all-encompassing guiding principle which all members of our school community will work towards at all times is : What will the children learn and how will they use it?

**This policy will be reviewed in 1 year's time**

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J Wallace