

Buckland St Mary Church of England Primary School



A POLICY FOR LEARNING AND TEACHING

Member of staff responsible: Headteacher

Consultation: With staff, and presented to governing body

Date of policy formulation: October 2005

Rationale

At our school, we want to develop in every child a love of lifelong learning. We believe that by providing high quality learning and teaching opportunities, our children are most likely to achieve the highest standards and their personal best. We aim to provide an environment where these opportunities enable our children to thrive. Effective learning and teaching will have high expectations, and will be matched to the specific needs of each individual child. We aim to balance the skills, attitudes and knowledge that our children will need to learn and develop throughout their lives as global citizens of an ever-changing world. In addition, we aim to develop through learning and teaching opportunities, an understanding in our children of the place of God in our world and our lives.

Criteria for successful learning and teaching

As emphasised in the OFSTED evaluation schedule, we recognise the following criteria as essential when successful learning and teaching takes place;

- Learners make good progress and show good attitudes to their work
- Teaching styles engage learners and encourage them to work well independently
- Unsatisfactory behaviour is well-managed
- The level of challenge stretches without inhibiting
- Work is closely tailored to the full range of learners' needs, based on thorough and accurate assessment
- Learners are guided to assess their work themselves
- Teaching assistants, classroom helpers, and other resources are well deployed to support learning
- Learners with SEN have work well matched to their needs
- Good relationships support parents/carers in helping learners to succeed

The role of teaching assistants in successful learning and teaching

We recognise the crucial role that our teaching assistants play in the education of our children and the life of our school, and we value the excellent working relationships that exist between our teachers and our teaching assistants. Good communication between our teachers and teaching assistants is a pre-requisite for effective learning and teaching. We recognise the following criteria as essential when teaching assistants contribute to successful learning and teaching;

- Teaching assistants encourage and enthuse the learners they are working with
- Teaching assistants support the pastoral needs of our learners

- Teaching assistants compliment the work of the teacher
- Teaching assistants extend learning
- Teaching assistants listen to and anticipate the learning needs of our learners
- Teaching assistants participate in teaching, individually and in groups
- Teaching assistants question teachers as a critical friend
- Teaching assistants are flexible
- Teaching assistants are discreet
- Teaching assistants motivate learners

Monitoring the effectiveness of learning and teaching

The headteacher or subject leader, sometimes in conjunction with a governor or LSDA, usually carries out monitoring. Monitoring takes place as set out our school's cycle of self-evaluation (appendix 1). Monitoring takes the form of lesson observations, work sampling, pupil tracking, formal assessment and planning reviews.

The outcomes of these monitoring procedures are shared with staff and governors.

Partnership with parents/carers

We recognise the important role parents/carers play in their child's education. Wherever possible we encourage parents/carers to take an active role to support their child, either in school or at home.

Assessment procedures

We recognise that formative assessment is a key element to high quality learning and teaching, and that learning outcomes inform subsequent tasks. Effective communication between the teacher and the teaching assistant is crucial in this process. Summative assessment information is passed onto class teachers and used to set individual pupil targets for end of year attainment. In addition, pupil tracking is being developed in our school to ensure that every learner is challenged without being inhibited.

Creativity

We recognise creativity as an important element in all aspects of the curriculum. Through creative approaches to learning and teaching, learners are inspired. We aim to provide our children with the ultimate learning experience by choosing suitable stimuli and giving them first hand experiences. To do this we promote an atmosphere where children are encouraged to express opinion, be independent learners, take responsibility, and are not afraid of making mistakes.

Meeting emotional needs

In equipping our children to be global citizens, we recognise the importance of developing our children spiritually, morally, socially and culturally. We aim to help our children to understand their feelings, adopt healthy lifestyles, respect individuality and diversity, and contribute positively to their community.

We do this through our commitment to collective worship, circle time, PSHE, sport and other clubs, and rewards.

Reviewed

October 2007

Signed (Headteacher):

Signed (Chair of Governors):

Date: