



Spring Grove Primary School

Teaching and Learning Policy

1 Introduction

1.1 At Spring Grove Primary School, we believe in the concept of lifelong learning, and in 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; in short, 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.

2 Aims and objectives

2.1 We believe that people learn in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

2.2 Through our teaching, we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- embrace and endorse the richness and variety of backgrounds of the families in our school community;
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens.

3 Effective learning

3.1 Research tells us that people learn in many different ways, and respond to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners.

3.2 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We



make sure that the children have access to drinking water and encourage them to drink regularly during the day.

3.3 All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:

- the teaching should build on previous learning ;
- it should give pupils the 'big picture' of the lesson;
- the teacher should explain the learning objectives, why the lesson and learning is important to pupils and offer process success criteria to help pupils to achieve the objectives;
- the lesson should be presented in a range of styles where appropriate and possible;
- it should allow opportunities for the pupils to build up their own understanding through various activities;
- it should allow opportunities for the children to review what has been learnt;
- it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning will be.

3.4 We offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving
- research and discovery
- group work
- paired work
- independent work
- whole-class work
- asking and answering questions
- use of ICT
- fieldwork and visits to places of educational interest
- creative activities
- watching or listening to recorded material



- debates, role-plays and oral presentations;
- designing and making things
- participation in athletic or physical activity
- cross phase learning
- cross school learning
- links with contacts in our community
- whole school initiatives
- with the family
- Indoor and Outdoor learning environments
- Within both formal and informal situations during the school day
- Structured and unstructured opportunities during the day

3.5 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

4 Effective teaching and learning

- 4.1 When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.
- 4.2 Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our 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 their SEND paperwork. Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.
- 4.3 Targets are set each year/term for the children in each year from our school-wide tracking system and we share next steps for learning with children and their parents/carers. We review the progress of each child termly and at the end of the academic year.



- 4.4 We plan our lessons with clear learning objectives, using the National Curriculum, the school's own curriculum plans and the Key Performance Indicators in our new Assessment Rubric. Our lesson plans contain information about the tasks to be set, the resources needed, and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.
- 4.5 All staff make a special effort to establish good working relationships with all the children in the school. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All staff follow the school policy with regard to behaviour and classroom management. We set and agree with children the class code of conduct and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour.
- 4.6 We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place.
- 4.7 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 TAs assist with all areas of classroom life.
- 4.8 Our classrooms are attractive learning environments. We change displays at least once a term, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to literacy and numeracy. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.
- 4.9 All of our teachers and teaching assistants reflect on their strengths and weaknesses and plan their professional development accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice.
- 4.10 We conduct all our teaching in an atmosphere of trust and respect for all.

5 The role of governors

- 5.1 Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:
- support the use of appropriate teaching strategies by allocating resources effectively;
 - ensure that the school buildings and premises are used optimally to support teaching and learning;
 - monitor teaching methods in the light of health and safety regulations;



- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes.

6 The role of parents and carers

6.1 We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning and offer suggestions for support they may be able to offer at home:

- by holding parents' workshops to offer information on particular areas of learning;
- by sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by sending parents and carers an annual report regarding their child's progress and achievements;
- by hosting termly parents' evenings when we discuss each child's progress and next steps;
- by the use of our MLE and website to link learning experiences at home and school in a meaningful way and to offer information to parents about the curriculum and their children's learning;
- by offering the use of our ICT suite before and after school to enable families to access the Internet and Intranet together with school staff available to help if necessary;
- by explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work;
- staff are available for informal discussion more frequently if parents require this
- staff will contact parents/carers should they feel that more support or additional communication is needed.

6.2 We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;



- to promote a positive attitude towards school and learning in general.

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