

Teaching and Learning Policy

Springwood Heath Primary School



Approved by: Governing Body

Date: April 2020

Last reviewed on: April 2020

Next review due by: April 2022

Introduction

At Springwood Heath we believe that:

- Learning should be a rewarding and enjoyable experience for everyone. Learning should be fun and enable all children to make good progress.
- Teaching should equip children with the skills, knowledge and understanding necessary for them to grow as individuals and make positive and informed choices.
- High quality teaching and learning supports children to be able to lead happy and positive lives.

Aims

At Springwood Heath we aim to provide all children with opportunities to grow and develop in a safe and happy environment. We help all children to become rounded individuals, academically, socially and emotionally. We do this by:

- Promoting an ethos of care and mutual respect. We celebrate success and are supportive in adversity.
- Providing the highest standard of education for all. We encourage children to achieve their full potential through differentiation and a child-centred approach.
- Enabling children to become responsible and caring members of the school and wider community.

Learning

At the core of any good lesson is a happy and secure child. We believe that children learn best when:

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community.
- They are relaxed and in a good mind state.
- They have clear direction and receive praise when things are done well.
- They are actively involved in their learning and their learning needs are met.

- They are encouraged to become increasingly independent learners.
- They are appropriately challenged, motivated, engaged and inspired.
- The environment is safe, caring, stimulating and supportive.
- Learning is structured, linked and relevant.

Teaching

At Springwood Heath we believe that good and effective teaching is when teachers:

- Form positive relationships with the children in their class.
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children.
- Insist on high expectations of learning and social behaviours.
- Ensure that all staff give effective direction and support to enable children to make good progress.
- Demonstrate secure subject and pedagogical knowledge in order to inspire children.
- Apply a range of teaching styles (and understand that children have a range of learning styles) in order to motivate and ensure success.
- Develop and maintain good relationships with parents and carers in order to support children's learning.
- Create and nurture a safe, secure and inspiring classroom.
- Effectively assess and monitor children's progress in order that they can extend children's learning over time.
- Use resources, including support staff, effectively.
- Use technology effectively in order to support children's learning.
- Use effective questioning to gauge and extend children's skills, knowledge and understanding, as well as to find out the interests of individuals.
- Adhere to the Teachers' Standards.

Planning

At Springwood Heath we believe that planning is first and foremost for the teacher delivering the lesson.

- 1) Long Term Planning
- 2) Medium Term Planning.
 - For English and Mathematics we use the planning provided by the National Curriculum Programme of Study for each subject, although we alter sections in order to meet the needs of our own children.
 - In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile.
- 3) Short Term Planning

Assessment/Record Keeping/Reporting

Please refer to our Assessment Policy.

Display

At Springwood Heath we believe that displays should:

- Accelerate learning
- Stimulate
- Celebrate achievement
- Inform (children and parents/carers)
- Present positive images (including diversity and our values)

Each classroom should have a range of displays, these should include:

- Visual timetables
- Working walls
- Examples which reflect work well done
- Information to encourage questioning and independent learning

All displays should be relevant, fresh, tidy and up to date.

Wider Curriculum Opportunities

At Springwood Heath we believe in giving the opportunity for all children to have a wide and diverse experience during their primary school life. To this end every child before they leave will have been given the chance to:

- Attend lunchtime and/or after school clubs
- Visit a farm

- Visit the seaside
- Have a trip to the cinema
- See a show
- Cook a meal
- Visit a museum
- Visit an art gallery
- Go shopping
- Take part in a business venture
- Visit a different school
- Go on a residential trip
- Meet and work with an author and/or artist •
- Hear live music (classical or other) •
- Be in a performance

Role of Parents and Carers

At Springwood Heath we value a close relationship with the parents and carers of the children in our care. We believe that parents and carers can support our school and help their children to make the best possible progress by:

- Promoting positive relationships between all members of the School community including children and children, children and staff and parents and staff.
- Being understanding and supportive of our aims in learning and teaching and sign the School's Home-School Agreement.
- Attending and contributing to parents' evenings and Planning for Progress meetings.
- Supporting their children with their homework activities including reading, spellings and times tables.
- Praising their children for the good things that they do in school.
- Supporting staff and their children when there is a difficulty, for example with behaviour or with slower than expected progress.
- Communicating and working with the school whenever their child needs further social or emotional support or help to develop their child's skills and understanding.
- Providing the correct uniform and equipment at the correct time (e.g. swimming kit).

Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider school environment.

Role of Support Staff

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching, either through direct delivery or by enabling access for identified children.
- To support the hygiene and physical needs of a number of children.
- Supporting a small group within the classroom.
- Delivering intervention groups.
- Preparing resources.
- Working as a 1:1 with specific children to enable them to access the curriculum.

Inclusion

Please refer also to our school's Inclusion Policy

- Successful inclusive provision at Springwood Heath Primary School is at the heart of everything we do. Inclusion is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.
- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, ethnicity, culture, gender or age.
- Children who receive additional or extra support, including those with statements of SEND, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment in order to best meet a child's specific needs.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Monitoring and Reviewing of this policy

The Headteacher, Associate Head teacher and Teaching and Learning Assistant Headteacher will monitor the effectiveness of this policy throughout the academic year. The Head teacher and assigned Link Governor will report to the governing body on the effectiveness of the policy annually and, if necessary, make recommendations for further improvements.