

Statutory/HCC Recommended	Developed by:	Approved by:	Date Approved/Reviewed	Next review date:
School	DHT	HT	Nov 2012	Nov 2015

FAIRFIELDS PRIMARY SCHOOL

Teaching and Learning Policy

We recognise that children learn in a variety of ways through a range of experiences. Each child has an entitlement to a programme of learning experiences which offers him/her the maximum opportunity for development, is adequately resourced and presented in a planned, varied and stimulating way within an attractive and efficient environment.

This programme of learning experiences should be shared with parents and wherever possible and appropriate their involvement should be encouraged. We are a Rights-respecting school and we use the UNCRC to enhance our curriculum.

Aims

This policy represents our agreed view of how our children learn and how we intend to encourage and support that learning. It provides a framework which enables teachers and support staff to be confident in developing their own practice and ensures that we are consistent in the way we work with our pupils.

Through our teaching we aim to:

- give children a creative, balanced and relevant curriculum that complies with national guidelines
- deliver the necessary skills for learning, both now and in the future, by encouraging lively, enquiring minds
- enable children to become confident, resilient, resourceful and independent learners, who take responsibility for their own learning
- promote children's self esteem, helping them acquire the skills to develop positive relationships with others
- encourage children to understand the values, ideas and attitudes of others and respect others' views, cultures and beliefs
- help children to become reliable and independent citizens who contribute to their community
- support children to make healthy lifestyle choices

What does good teaching look like at Fairfields?

Children learn in many different ways and respond best to different types of input (visual, auditory and kinaesthetic); we therefore deliver teaching in different ways to address the needs of all our learners.

We believe that good teaching can be characterised by the following:

- High level of pupil engagement
- Challenging but achievable expectations, clear explanations and rigorous pace.
- Teachers showing secure subject knowledge of the areas they are teaching

- Teachers with an enthusiastic approach to learning which will inspire, motivate and engage children
- Clear focus is given through explicit learning intentions and success criteria, identifying what children need to understand and be able to do in order to achieve
- Good use of teaching assistants and resources is made to support the children's learning.
- Positive behaviour management strategies, such as merits and Respect Points, are used to motivate and encourage pupils to respond appropriately and help create a climate for learning.
- Opportunities for self-evaluation and reflection are built in throughout the session.
- A consistent approach is used, in line with whole school policies and procedures.
- Each and every child makes progress in their learning, regardless of ability.
- A calm and relaxed yet purposeful learning environment is created.
- Learning is linked to pupils' prior skills, knowledge and understanding.
- A range of question types are used e.g. open questions and closed questions and pupils are encouraged to generate their own questions.
- Information is presented in short sections, which enables pupils to maintain their concentration.
- There is good interaction and communication between children as well as adults and children.
- Creative ideas are valued and actively encouraged.

What does good learning look like at Fairfields?

Our School Councillors asked their classes 'What is a Fairfields learner?' and produced this list.

It is somebody who...

- *listens and speaks respectfully to others*
- *concentrates and is on-task*
- *focuses and doesn't disturb others*
- *communicates well, asking question if they don't understand*
- *pays attention and sits sensibly*
- *gets on with their work*
- *does their homework on time*
- *tries their best, doesn't give up*
- *produces work of an excellent quality*
- *likes learning*
- *explains their thinking*

In whole school assemblies we devised the following. At Fairfields, we take PRIDE in what we do:

Perseverance

Resilience

Independence

Determination

Effort

Effective teaching and Learning

In order to facilitate good teaching and learning as a staff we will ensure that each child:

- is offered a curriculum with breadth and balance
- has equality of access to the curriculum, bearing in mind their origins, gender, physical ability, academic achievement and emotional needs
- knows why they are learning
- have a sense of what they have learnt and their next steps
- encourages and develops strategies for independent learning
- is working at an appropriate level to build on their present knowledge and understanding
- works collaboratively or independently as appropriate
- knows that their contribution is valid in whatever form it takes
- forms valid opinions of their own strengths and weaknesses
- should receive regular reports/feedback on their achievement
- is given appropriate personal feedback – written or verbal
- develops interest and motivation in their work
- experiences a range of teaching methods
- recognises and values progress made by other children at their own level
- derives satisfaction from a sense of achievement
- has confidence in his/her own ability
- experiences continuity and progression in his/her learning
- is supported or challenged as appropriate
- is involved in both integrated and subject specific activities
- works with a number of adults and a variety of their peers
- is given the opportunity to present their work to an audience

All these points will be achieved through careful planning and attention to the requirements of the National Curriculum and other policy statements. Teachers will plan on a termly and weekly basis for the individual needs of the children.

The Role of the Governors

Our governors, determine, support, monitor and review the school policies on teaching and learning. In particular they;

- *support the use of appropriate teaching strategies by allocating resources effectively;
- *make sure that the school buildings and premises are best used to support successful teaching and learning;
- *monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- *ensure that staff development and performance management policies promote good quality teaching;
- *monitor the effectiveness of the school's Teaching and Learning Policy through the school self review processes, including information from Subject Managers (Subject Managers' Reports), the Headteacher and external advisers
- *monitor teaching strategies in the light of health and safety regulations

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We work hard to inform parents about what and how their children are learning:

- by sending home information to parents at the start of each term, detailing the topics each year group
- by holding open evenings and parents' evenings to discuss their child's progress
- explaining to parents how they can support their children with homework and out of school activities
- offering an 'open door' policy so that parents can speak to teachers at any time

We would like parents to:

- have a positive attitude towards school and learning, supporting and working with the school
- ensure that their child is on time for school and has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and P.A kit
- fulfil the requirements set out in the home-school agreement
- inform the school if there are matters outside school that are likely to affect their child's learning or behaviour at school
- attend parents' meetings
- support the school's expectations with regard to behaviour and attitude

Monitoring and Evaluation

Teaching and learning will be monitored through:

- classroom observation
- the progress of our School Improvement Plan
- progress meetings
- external inspection
- value added data
- communication with children, parents and the whole school community
- staff professional reviews in line with Performance Management policy