

Gillamoor CE Teaching and Learning Policy

Where God's Love is sown, grown and taken home.

Introduction

At Gillamoor CE Primary School we believe in lifelong learning. We want learning to be a rewarding experience for everyone and recognise that the best teaching and learning experiences can help children to lead happy and fulfilling lives. Through our teaching we aim to equip children with skills, knowledge and understanding to fulfil their intellectual and personal potential so they are enabled to make choices about their career and creative pathways.

This policy outlines our agreed view of children's entitlement and how we intend to support and encourage learning. It provides a framework of expectation to inform and reflect planning, provision and evaluation of teaching and learning at Gillamoor CE Primary School.

Mission and Aims

Gillamoor CE Primary school aims to inspire and nurture the love of learning and to develop the full potential of all, within a distinctly Christian environment.

The core Christian values we embrace and foster are: Loving and Caring, Courage, Compassion, Honesty, Thankfulness, Generosity, Respect and Forgiveness.

We will provide a secure and happy environment with rich, relevant and varied learning experiences which allow children to develop their skills, interests and abilities and achieve, be proud and succeed together.

Through our teaching we aim to:

- develop children's knowledge, skills and understanding in the core and foundation subjects;
- focus on children's attainment and progress in English and mathematics;
- enable children to become confident and independent learners;
- develop children as resourceful, resilient learners;
- foster children's self-esteem and help them build positive relationships with others - both peers and adults;
- ensure children have time for personal reflection,
- develop the highest standards of behaviour and conduct;
- develop children's self-respect and self-awareness and encourage them to show positive attitudes and respect towards the ideas and feelings of others regardless of race, culture or religion;
- enable children to understand, feel valued within, and make a positive contribution to their community;
- help children grow into reliable, independent-thinking citizens;
- enable children to develop their understanding of Christian and British values;
- help children be proud of their own work and recognise the achievements of others.

Effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop pedagogies which enable all children to learn in ways that suit them.

We offer opportunities for children to learn in different ways including:

- investigation and problem solving;
- open-ended tasks;
- research and finding out, with independent access to relevant resources;
- group work, paired work and working on their own;
- effective questioning;
- presentation and drama;
- use of ICT;
- fieldwork and off-site visits;
- creative activities, designing and making; music and dance
- use of multi-media, visual and aural stimulus;
- participation in athletic and/or physical activity;
- homework;
- after school clubs;
- guest visitors and performers.
- Foster a sense of awe and wonder
- Reflection time

Effective teaching

Our teaching will focus on motivating the children and building on their skills, knowledge and understanding in each area of the curriculum, so that they can reach the highest level of personal achievement.

The school's curriculum overview sets out aims and objectives of what is to be taught to each key stage in each curriculum area. This policy seeks to enable staff to evaluate the quality of learning and teaching in their classroom. It should inform and reflect planning and provision at Gillamoor CE Primary School:

- In years one to six, pupils work towards appropriate National Curriculum expectations.
- In the Early Years Foundation Stage, pupils work towards the Early Learning Goals.
- Coherent sequences of lessons are planned to address key aspects of learning.

Teachers use their assessments of children's progress and attainment to inform lesson planning. They have high expectations and use ensure that all pupils are challenged, at their level, during lessons.

Lessons have clear learning objectives that are shared with pupils and regularly referenced.

- Success criteria are shared to support expectations and independence.
- Tasks are set appropriate to each pupil's level of ability for all pupils.
- Pupils are expected to work in a variety of ways: independently, in pairs, in small groups and be productive.
- Learning is reviewed within or at the end of lessons as appropriate.
- Lessons can be reshaped according to the teacher's assessment of pupils' needs.
- Pupils receive prompt and regular developmental feedback which enables them to reflect upon their performance and take actions to improve.
- Teachers respond to pupils' work with marking and feedback which informs pupils of their successes and indicates clearly the next steps needed to secure improvement.
- Pupils are valued as unique individuals, we strive to meet the needs of all our pupils, and to ensure that all statutory requirements related to matters of inclusion are met.
- When planning work for pupils with special educational needs, due regard is given to information and targets contained within their provision maps. Teachers modify learning and teaching as appropriate for any pupil with disabilities.

- Teaching assistants are deployed effectively to work both inside and outside of the classroom with individual pupils or small groups, depending upon the nature of the work.
- Classrooms are attractive, safe environments which celebrate and support pupils' learning. Displays should reflect the core subjects along with topics currently being studied. A stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality work. All pupils will have their best work displayed at some time during the year.
- Educational off-site visits are planned to support and enrich the curriculum. A strict set of procedures is adhered to when undertaking off-site visits as outlined in our Educational Off-Site Visits policy which is in line with LA policy and visits documentation.

Improving Teaching and Learning

All our teachers reflect on their strengths and weaknesses and help shape their own professional development. Along with school self-evaluation and appraisal, this informs a programme of CPD to address staff needs, with in-house expertise as well as external providers used to support professional development. Teachers and teaching assistants are supported to increase their knowledge and skills, so that they can continue to develop their practice and ensure they contribute to improving the school's provision.

Monitoring and evaluation

We believe that teaching should be conducted in an atmosphere of trust, respect and honesty. We link our appraisal process with the OFSTED criteria and this policy for teaching and learning in order to provide a clear and consistent expectation of the quality of practice across school.

When evaluating teaching and learning in school, we make use of:

- classroom observation;
- data analysis;
- analysis of pupils' work and teachers' feedback;
- planning scrutiny;
- moderating and discussing the quality of pupils' work with colleagues;
- learning walks;
- pupil interviews;
- feedback from parents and wider stakeholder surveys

Role of the Head Teacher and Governing Body

The headteacher and governors are responsible for school Christian Ethos, effectiveness and efficiency. They should:

- drive improvements to teaching and learning and SMSC;
- monitor the effectiveness of teaching and learning strategies in raising pupil attainment;
- ensure that staff development and appraisal policies promote good quality teaching;
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations.

Role of Parents/Guardians

We believe that parents have a fundamental role to play in helping children to learn.

We inform parents about what and how their children are learning by:

- being available whenever possible for informal discussions at the beginning and end of the school day, being available by e mail and on the telephone;
- holding open evenings when parents can discuss children's progress and share individual targets;
- sending an annual written report in which children's progress is explained;
- providing homework projects;
- arranging presentations or meetings to explain specific developments;
- publishing documents and updates on the school website;
- inviting parents to classroom, phase or curriculum events, performances and Services.

We believe that parents have a responsibility to support their children and the school in the implementation of school policies.

We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school and prepared to participate in educational activities;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- support school in the promotion of positive and appropriate behaviour;
- fulfil the requirements set out in the home/school agreement.

Racial Equality & Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, ethnicity, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Gillamoor CE Primary School is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment and to achieve their full potential. Other policies are available to expand on this further.

Accessibility of policy documents

Parents and carers are welcome to ask for further information about any policy matter. Copies of all current school policies are available for parents and carers to read. Policies can also be accessed online via the school website at www.gillamoor.n-yorks.sch.uk

A Tweddle with all staff November 2014. Ratified by Governors Curriculum committee Nov 2014 **needs to go to Full governors in Janaury.....**

To be reviewed November 2017