

TEACHING AND LEARNING POLICY

Introduction

At Great Ouse Primary Academy we are committed to providing a happy, welcoming and motivated learning environment, where everyone can enjoy learning and value the challenges of new experiences.

As a school community we seek to build firm foundations for positive learning, attaching high priority to strong partnerships between home, school and our local community that will enhance everyone's capacity to learn.

Our purpose is to build a whole school community where we are all learning together.

Aims of our teaching and learning policy:

The principle aim of this policy is to develop and maintain high quality teaching and learning in our school. In planning our curriculum, we aim to:

- Promote and celebrate high standards of achievement, through excellent practice, for everyone in all spheres of school life.
- Enable all children to learn and develop their skills in order to achieve their best.
- Provide an inclusive curriculum that is creative, innovative and challenging, to develop the whole person, taking into account spiritual, moral, social and cultural needs.
- Promote a positive attitude to learning so that children enjoy coming to school.
- Promote attitudes of mutual respect, trust and responsibility that place positive relationships at the heart of everything we do.
- Develop skills, knowledge and an understanding of the world that are needed throughout our everyday lives.
- Enable children to be positive citizens in society.
- Develop high self-esteem in everyone and create a strong sense of pride in all we do.
- To fulfil the requirements of the SACRE agreed syllabus for Religious Education.
- To reflect the requirements of the National Curriculum and the Early Years Foundation Stage Curriculum.

What is good teaching?

Good teaching inspires, challenges, motivates and engages children in their learning. Good teachers value each individual and have high expectations for them. They give learners confidence to take on challenges by raising their self-esteem and aspirations, enabling them to become creative and independent in their own thinking.

We aim to achieve this at Great Ouse Primary Academy by:

- Providing a professional development programme that equips teachers and support staff with greater knowledge about teaching and learning.
- Sharing good practice with each other, reflecting and evaluating our teaching.
- Using additional support from Teaching Assistants, Pre-School Practitioners and other adults effectively.
- Drawing on the expertise of other agencies to support teaching and learning as appropriate.

In the classroom environment by:

- Providing a safe, caring and positive ethos.
- Making it inclusive.
- Using first-hand experience whenever possible.
- Giving children opportunities to go beyond what is expected and celebrating their achievements.
- Effective use of a range of quality resources including Computing.
- Creating attractive, colourful, stimulating and dynamic displays to support teaching and learning.

In teaching by:

- Effective use of the “language of learning” making learning explicit.
- Effective planning reflecting a clear understanding of what needs to be learned and how it will be taught, acknowledging the importance of incidental as well as planned learning.
- Taking account of the different learning styles children prefer, e.g. Visual, Auditory, and Kinesthetic, by matching teaching techniques and strategies.
- Using focused as well as open ended questions.
- Enabling the children to understand the purpose of the learning and find personal relevance in it.

In assessment by:

- Building on previous assessment and learning.
- Developing children’s independence by providing opportunities for self-assessment and involving them in setting personal goals and targets.
- Tracking individual pupil progress and sharing outcomes with colleagues and parents.
- Giving opportunities for creative responses as well as setting specific creative learning intentions.
- Giving effective and immediate feedback as well as children having the opportunity to self-evaluate during planned plenary.

We seek to appoint staff who have these qualities and have the necessary commitment, energy, enthusiasm and creativity that working in our school demands. Staff will enjoy working as part of a team. This is central to the ethos and culture of the school and the way in which we work.

Learning is the outcome of good teaching.

We must encourage enjoyment in learning and promote life-long learning so that our children have the capacity to contribute as positive citizens in society.

Children learn best when:

- They feel a sense of happiness, security, motivation and stimulation. They feel valued as an individual in the positive family ethos of the school.
- They are encouraged to develop their own ideas and independence by selecting learning materials and tools appropriate to the task.
- They participate in a variety of learning situations – groups, pairs, whole class and individuals.
- They have an opportunity to gain through first-hand experience, such as investigating, exploring, experimenting, questioning, collaborating and listening, supported by positive reinforcement.
- They form appropriate relationships and partnerships with their peers and adults.
- There are firm foundations for positive learning built on a partnership between home and school.
- Their physical, spiritual, moral social and emotional needs are taken into account within an inclusive curriculum.
- They have a positive and confident attitude towards learning and playing.
- There is an awareness of gender and cultural issues and there is a provision for special needs.
- The learning task is matched to their ability and there is a provision for challenge, repetition and extension.

Teachers plan, record and assess every child's learning progress. Children learn to assess their own performance and targets are set with and for children to ensure that each child is challenged appropriately, allowing them to celebrate their successes.

Classroom Organisation and Management

Teachers will endeavour to create a classroom environment that is attractive, colourful, stimulating and dynamic in order to support teaching and learning.

Resources will be:

- Well labelled, organised and cared for.
- Accessible at hand level.
- Used with guidance and appropriate limits, encouraging choice.
- Suitable for differing ages, needs and purpose.

The classroom will be organised to include:

- Interactive displays i.e. surface displays, feely boxes.
- Water, sand, construction toys, puzzles, games, mixed media materials as appropriate.
- Audio equipment e.g. audio stories, cassette and CD players.
- Opportunities for working on projects together.
- Display of children's work.
- Words, phrases and questions around the room to facilitate independent activities.
- Attractive displays of high quality books and resources.
- Role play areas/home corner (Foundation/Key Stage One).

Children will learn:

- To work in different ways.
- As a class.
- Independently, in a group or on their own.
- With the teacher or another adult in a group.
- Within different layouts, according to the task.
- To understand that the teacher works with different children and groups at various times.
- To discuss, share and value each other's work and ideas.
- To move purposefully around the classroom.

Other adults in the classroom will:

- Be supported by the teacher to give a valued contribution to the learning environment.
- Act as appropriate role models.
- Support group activities, encouraging co-operation, sharing, and participation.
- Contribute to class assemblies.

Parent will be welcomed into the classroom:

- As volunteer helpers for various activities (e.g. reading).
- As a respected resource.
- To share their own expertise (e.g. sewing costumes).

The Curriculum

Throughout the school we plan our creative curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Years Foundation Stage Curriculum, and there is planned progression in all curriculum area. We identify 'key drivers' each year which are areas we wish to further develop to enhance the learning experience. All curriculum planning at Great Ouse Primary Academy currently reflects the National Curriculum.

Organisation and Planning

At our school we plan our curriculum in three phases, long, medium and short term.

Long Term

Our curriculum is creative, broad and balanced. We agree a long-term curriculum plan for each key stage. This indicates what topics of work are to be taught, and to which groups of children. In order to achieve this, we may block the learning in a subject. This means that, for example, a child may concentrate on a history topic, and then switch to a greater emphasis on geography. Over the three terms of the academic year, each child has the opportunity to experience the full range of subjects in the National Curriculum. We review and improve our long-term plan on an annual basis.

Medium term

With our medium-term plans, we give clear guidance on the learning objectives and teaching strategies that we use when delivering each topic. The plans show the resources required, how areas of the curriculum link together and assessment opportunities.

Short term

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use. They are cross referenced to the medium term plans and show differentiation

Review

We recognise that we are all learning together and seek continual development in order to improve. We enjoy learning through new challenges, sharing ideas and celebrating success.

This policy is a working document and is therefore open to change and restructuring as and when the need arises.

Reviewed September 2021

Next Review September 2024