



Where Learning is Fun!

Teaching and Learning Policy

Reviewed and updated Spring 2009



Where Learning is Fun!

Teaching and Learning Policy

Our school motto is 'Where Learning is Fun' and this is at the heart of everything we do in school.

School aim.

In order to make it possible for each child, regardless of race, gender, age, attainment or background, to realise the very best outcomes, in all areas of development, the aim of the school has been thought out very carefully.

Culcheth Community Primary School is a community where all staff, pupils, parents and governors work together in an atmosphere of mutual respect and trust, to ensure that all members of the community are valued enabling the best possible personal and educational achievements.

We actively promote a caring ethos where children care for themselves, each other, the school, the Community and the environment and are happy, responsible and self disciplined members of Society.

Rationale

Teaching and Learning at Culcheth Community Primary School reflects the school aims, it seeks to develop the intellectual abilities and well being of pupils based on the firm belief that behaviour and school climate, teaching, learning and attainment reinforce each other.

We seek to provide a climate where learning is free from anxiety, with effective use of success models, motivating phrases and strategies which energise and relax pupils.

High standards of attainment depend on effective teaching and learning, the effective management of behaviour and the development of high self esteem.

Teaching and learning at Culcheth Community Primary School is based on a whole school approach which seeks to ensure consistency. We provide opportunities and experiences for pupils to acquire appropriate key skills, knowledge and understanding.

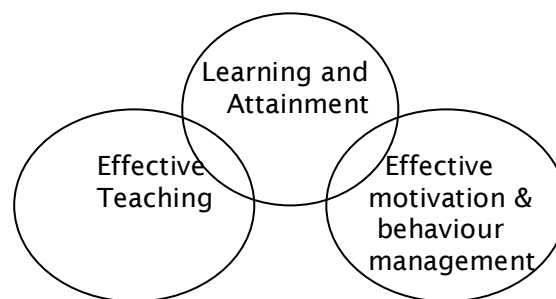
The Key Skills include:

Literacy and communication
Numeracy and application of number
Problem solving
Working with others
Improving own learning and performance (Learning to Learn)
ICT
Creativity and innovation
Thinking skills

We are also very aware of:

Social and Emotional Aspects of Learning

These skills are embedded and reinforced in the context of all the subjects of the curriculum.



Failure to address any one of these circles has a negative effect on the other two.

Teaching (Provision)

Our classes are all single age range classes but we focus on the developmental stage of learning rather than the age of the child. Our planning is used to adapt national expectations into a programme of work that meets the needs of our pupils to ensure maximum progress. It is this emphasis on progress, which ultimately leads to high attainment rather than an emphasis on attainment itself. This process enables the effective deployment of support to target pupils.

Policy

Teaching is based on a whole school approach , within the context of a broad curriculum, and is centred upon the acquisition of skills, knowledge and understanding, attitudes and values.

It is founded on the core conditions for learning outlined above.

Teaching is based on clear objectives expressed in detailed medium term planning and concise short term planning. Planning is not coverage, the effective purpose of planning is to ensure progress for all pupils.

Effective teaching at Culcheth Community Primary may be characterised by:

- ✓ High quality relationships
- ✓ Helping learners to understand their preferred learning style
- ✓ Well prepared and appropriate resources
- ✓ Effective behaviour management strategies
- ✓ Clear learning objectives which are shared with the children
- ✓ Clear exposition supported by effective questioning
- ✓ Well deployed support staff
- ✓ Organising pupils to give a variety of working groups - whole class, small group, pairs, or individual in order to meet the learning objective
- ✓ Recognising and praising effort/achievement
- ✓ Freedom from anxiety
- ✓ Models of success
- ✓ Motivating phrases and affirmations
- ✓ Making connections to previous work and present learning
- ✓ Concise short term planning
- ✓ Tasks and activities which support the learning objective
- ✓ Activities which encourage pupils to develop the key skills
- ✓ Teachers provide opportunities to model and demonstrate skills and techniques
- ✓ Use opportunities to recap and reinforce
- ✓ Organising the classroom so that children can operate independently.
- ✓ Sufficient time is given to review and assess progress, reinforce key ideas and model expected outcomes.
- ✓ Effective lessons end by outlining the next stage of learning.
- ✓ Actively encouraging and valuing contributions made by children.
- ✓ Recognising the achievement of children through interactive display.

Effective learning at Culcheth Community Primary may be seen when children are able to:

- Gain a sense of enjoyment and satisfaction
- Explore by role play

- Develop thinking skills, creativity and the ability to innovate
- Be independent, solve problems, reflect and improve on their own learning
- Communicate effectively
- Embrace change positively
- Develop a coherent set of values to guide behaviour
- Gain self reliance, a sense of identity, personal dignity and worth
- Have the opportunity to learn from each other in pairs and small groups
- Formulate a group hypothesis
- Acquire effective skills in information and communication technology
- Make good progress across the key stages and make the most of their abilities
- Be literate and numerate
- Gain new knowledge, skills, techniques and understanding in a wide range of contexts across the curriculum
- Seek and act on feedback
- Make presentations
- Cooperate in a group to complete a task or design and make things
- Understand how communities work and acquire a feeling of belonging
- Be prepared for the next phase of their education

Monitoring and Evaluation

Monitoring the teaching and learning in our school is performed by Performance Management Team leaders, the Leadership Team, Subject Co-ordinators and the LEA.

The key elements that are monitored are:

Planning, Objectives, Challenge, Teaching methods, Behaviour management, High standards, Use of time, Use of support staff, Use of resources, Assessment

This policy was amended during the Spring term 2009 and shared with all staff. It was presented to governors.



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Lesson observation Form

Element	Criteria for progress	Notes
Planning	<ul style="list-style-type: none"> • Good subject knowledge • Appropriate teaching strategies • Activities matched to learning objective and pupils ability • Reference to Primary Strategies/QCA 	
Objectives	<ul style="list-style-type: none"> • Clear • Matched to pupils and subject needs • Communicated to pupils • Reinforced • Reviewed 	
Challenge	<ul style="list-style-type: none"> • High expectations • Pupils challenged and inspired • Knowledge gained / Skills developed/ Understanding deepened. 	
Teaching methods	<ul style="list-style-type: none"> • Enables all pupils to learn effectively 	
Behaviour management	<ul style="list-style-type: none"> • High standards of behaviour • Pupils well managed • School policy used effectively 	
High Standards	<ul style="list-style-type: none"> • High expectations • Work at appropriate level • Differentiation 	
Use of time	<ul style="list-style-type: none"> • Prompt start • Time well organised • Good pace of lesson • Plenary • Review 	
Use of resources	<ul style="list-style-type: none"> • Resources well matched to learning objective • Resources well matched to pupils needs • Use of ICT/ Smartboard 	
Use of support staff	<ul style="list-style-type: none"> • Staff clear about learning objectives • Effective use of time 	
Assessment	<ul style="list-style-type: none"> • Opportunities for assessment • Informs pupils of how well they are doing/next steps • 	
Overall Comment		