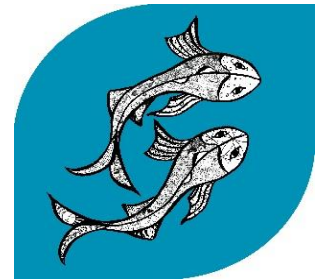


St Levan School
Learning and Teaching Policy



Rationale

At St Levan School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun and children and adults alike should be intrinsically motivated to succeed. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives, well equipped for their next stages of education and life. Teaching and learning will be underpinned by our school vision, values and motto as follows;

Motto:

Where all children shine....

Values and Vision Statement:

St Levan School.....

Aims & Values

At St Levan we celebrate the individual. Our aim is to develop kind, inquisitive and resilient individuals who are determined to shine for life.

We nurture and encourage **creative**, **kind** and **resilient** learners who are **reflective**, **inquisitive** and **determined** in all they do.

By the time our pupils leave us at the end of Year 6, we are proud that they will be strong individuals who have an inner confidence and are compassionate, respectful and inclusive.

Teaching and learning will also focus on what is expected of children within the National Curriculum 2014, and of what they are expected to achieve within their Age Related Expectations. For children who do not meet Age Related Expectations because they are SEN in any area, teaching will ensure that those children make accelerated progress and that the objectives within their Individual success plan will meet their needs.

Aims and objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to experience the best learning we can provide.

In conjunction with our school vision and values, through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people – both peers and adults;
- develop children's self-respect and encourage children to respect the ideas, attitudes values and feelings of others;
- show respect for all cultures and in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens;
- take a pride in their work and the work of others;

Effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best. We take into account these different forms of successful learners when planning teaching and learning styles.

We offer opportunities for children to learn in different ways which are enhanced in our School Vision and Values. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions with the use of higher order thinking skills;

- use of ICT;
- visitors to school and visits to places of educational interest;
- creative activities;
- watching media, responding to musical and recorded material;
- designing and making things;
- participation in athletic or physical activity;
- after school clubs;
- and allowing them to access relevant resources.
- Full involvement in their interests, our knowledge of the children through successful assessment for learning, and their involvement in setting the challenge of their learning.

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest standard of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

The Learning and Teaching Policy has been formulated to provide a basis for staff to evaluate the quality of learning and teaching in their classroom and across the school.

Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons (assessment for learning). It enables them to take into account the abilities of all their children, and meet their individual needs and interests. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Personal Education Plans. Teachers modify learning and teaching as appropriate for children with disabilities. We value each child as a unique individual, and teachers understand equality of opportunity, tracking and catering for groups and individuals through careful tracking. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

In Reception, teachers work from the Foundation Stage, Early Learning Goals.

In years one to six, teachers keep ongoing records in core subjects to plan for future teaching to ensure that each child is working at the correct level. This helps us to monitor the children's progress throughout the year.

We plan our lessons with clear learning objectives that are shared with the children. We take these objectives from the National Curriculum. Our lesson plans are based on an agreed scheme of work used throughout the school, underpinned by solid systems of assessment for learning. We truly believe that the hub of what we plan is based around what we know about the children and their next steps of learning and development. Learning Objectives and Success Criteria are shared with the children, developed with the children, and have a contextual purpose, and audience where appropriate. Learning is meaningful and children make connections between the skills, knowledge and application of what they learn.

Each of our teachers makes a special effort to establish good working relationships with all children in the class and school. We treat the children with kindness and respect in line with our vision and values. We treat them fairly and give them equal opportunity to take part in class activities. We have high expectations of equality of opportunity and ensure that we effectively promote fundamental British values.

All our teachers follow the school policy with regard to behaviour. We expect all children to self regulate behaviours based around our values, and because teaching and

learning are of a consistent high quality. We praise children for their efforts and by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behavior policy.

Through successful high quality teaching and learning, based on our knowledge of the children and their learning interests and needs, excellent attitudes for learning are observed across the school. We hold in high regard a culture where children and adult demonstrate and expect excellent learning attitudes and behaviours.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place where appropriate.

We deploy Teaching Assistants as effectively as possible. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of children's work. Other adult helpers are also deployed as effectively as possible.

We strive to make sure our classrooms are attractive learning environments with working walls as set out in our teaching handbook which supports and challenges what the children are learning. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All children have access to a range of fiction and non-fiction books in school, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high- quality work by the children.

All our staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked with the OFSTED, and teaching standards criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across school, mindful of where teachers are at in their own professional performance and pay structure. When evaluating teaching and learning in school, we have agreed to consider:

- classroom observation / environment.
- sampling pupils' work.
- sharing pupils' work with colleagues, agreement trialing and celebrating successes.
- displaying work throughout school and discussing quality.
- internal moderation of pupils' work.
- discussion with pupils'.
- Moderation internally and externally to identify and share best practice.

Role of the Head Teacher and Governing Body

- 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.

- monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- ensure that staff development and performance management policies promote high quality teaching, leading to high outcomes.

Role of the Parents/Guardians

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress.
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can be improved further.
- explaining to parents how they can support their children with homework.

holding workshops and events to allow parents access into school.

We believe that parents have the responsibility to support their children and the school in implementing 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 for partaking in 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.
- fulfil the requirements set out in the home/school agreement.

Monitoring and evaluation

Staff development needs will be identified in line with this policy, Performance Management and Capability Policy. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation;
- sampling pupil's work;
- sharing pupil's work throughout school and discussing quality;
- internal moderation of pupils' work;
- discussion with pupils;

Date Agreed: January 2022

Date for Review: September 2023

