

# Ringshall SCHOOL

## Teaching and Learning Policy

### 1 Introduction

- 1.1 At Ringshall School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We believe that learning should be a rewarding and enjoyable experience for everyone; it should be fun. 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 lives.

### 2 Aims and objectives

- 2.1 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 their full potential.
- 2.2 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;
  - 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.

### 3 Effective learning

- 3.1 We acknowledge that people learn in many different ways. We recognise the need to develop strategies that allow all children to learn in ways that best suit them and to give them opportunities to apply their learning in different contexts across the curriculum.

- 3.2 Some of the ways we provide opportunities for children to learn in different ways include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;
- fieldwork and visits to places of educational interest;
- creative activities;

- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity;
- working with their parents on drugs and relationships education, as part of the PSHE Curriculum

**3.3** We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

## **4 Effective teaching**

**4.1** When teaching we focus on motivating the children and building on their skills, knowledge and understanding. We use our two year curriculum cycle of plans (yellow and blue), to guide our teaching. These set out the aims and objectives detailing what is to be taught at each Key Stage.

**4.2** We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the 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, or those who are particularly gifted and talented, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and we believe that their work here at Ringshall School is of the highest possible standard.

**4.3** Children are set targets which are reviewed frequently, and we share these targets with children and their parents.

**4.4** We plan our lessons with clear learning objectives. These may be taken from the National Curriculum or the National Literacy or Maths Frameworks. Our plans contain information about the activities and learning, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

**4.5** Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school behaviour policy. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We celebrate achievements in the celebration assembly and at other times. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

**4.6** We ensure that all tasks and activities that the children do are safe. Risk assessments are carried out when appropriate. When we plan to take children out of school, we follow our Educational Visits Policy, inform parents and obtain their permission.

- 4.7** We deploy Teaching Assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Teaching Assistants also support the delivery of initiatives such as Wave 3, Gym Trail, Springboard, Additional Literacy Support, Social Skills groups, English as an Additional Language, Speech Therapy and other support programmes.
- 4.8** Our school offers an attractive learning environment with displays changed regularly. We ensure that all children have the opportunity to display their best work at some time during the year, and there are regular opportunities for them to show their work to their parents. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and maths. We believe that a stimulating environment sets the climate for learning and promotes independent use of resources and leads to high-quality work by the children.
- 4.9** All our teachers 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. Performance management is in place to support this.
- 4.10** We conduct all our teaching in an atmosphere of trust and respect for all.

## **5 The role of governors**

- 5.1** 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 ensuring the budget is used wisely;
  - ensure that the school buildings and premises are effectively used to support successful teaching and learning;
  - monitor teaching strategies in the light of health and safety regulations;
  - monitor, through information supplied by the Headteacher or subject leaders, 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 policies through the school self-review processes.

## **6 The role of parents**

- 6.1** 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' meetings when appropriate to explain our school strategies for teaching and learning;
  - sending class newsletters to parents at the start of each term in which we outline what the children will be learning during that term at school, and outlining special topics;
  - explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

- We have half-termly opportunities for parents to consult with teachers or see and discuss their children's work. Teachers explain the progress made by each child and indicate how the child can improve further;

**6.2** 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 with the correct uniform and PE kit;
- 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.

## **7 Monitoring and review**

**7.1** We are aware of the need to review the school's Teaching and Learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.