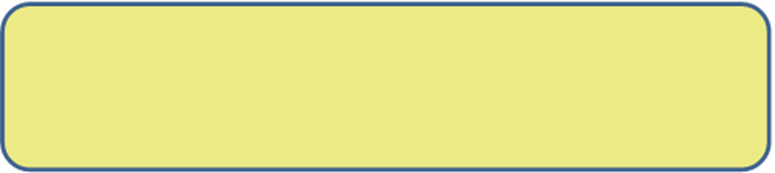


**TEACHING AND LEARNING POLICY**

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Reviewed/Adopted: October 2016  
Next Review Date: October 2017  
Review Frequency: Every year

Reviewed By:

**Introduction**

This document is a statement of the aims, principles and strategies for teaching and learning at Curbar Primary School. It is the method through which we offer a curriculum which is broad and balanced with an emphasis on core learning, and its implementation is the responsibility of all the members of the school community.

**Aims and Objectives**

We are committed to providing the very best education and care for all our pupils and are dedicated to ensuring that this takes place by collaborating with our local and wider communities. Through these collaborations, we aim to empower our children to become enthusiastic, confident and independent learners who will use their time at Curbar as a foundation for future success, happiness and lifelong learning. Through establishing a safe and inclusive learning environment that nurtures, supports and inspires, we aim to create resourceful problem-solvers who relish challenge and have high expectations of themselves and others. At Curbar, we believe that children must always come first.

At Curbar, our children will know what it feels like to: be good at something and have achieved their very best; love learning new things and want to keep learning more; understand how fabulous they are, believe in themselves, and have confidence in their abilities; know friendship and learn how to get along with others; understand how to keep safe and healthy; feel part of our local and wider community and be proud of our school.

**Teaching and Learning**

Teaching and learning is central to the work of our school. It is our core function. Consequently, this policy seeks to identify a clear educational direction for our work and ensure that everyone is aware of what we are aiming to achieve.

A clear policy for the core function of the school optimises our chances of achieving consistency, quality and continuity in the educational experiences of our children.

The policy will capture the ways children learn and how this impacts on learning. Teachers are expected to refer to it frequently and use it to help us reflect on our provision and children’s learning experiences.

We believe that children learn best when they:

• Are interested and motivated

• Achieve success and gain approval

• Are clear about expectations in their work and behaviour

• Are given appropriate tasks

• Are actively involved in the learning process

• Feel valued, secure and confident

• Are challenged and stimulated

• Receive feedback about their performance

**The role of the pupils**

Pupils should be taught to understand that they have responsibility for their own learning and should:

* Adhere to their own class charter and Curbar Code
* Respect other children, be considerate and thoughtful
* Respect the school environment and equipment
* Be punctual and organised with appropriate equipment
* Be respectful to all staff and visitors
* Be positive and eager to make use of all opportunities
* Have pride in their work, their class and school
* Try their best
* Ask good questions
* Become independent and resilient learners

**The role of the staff**

Staff have responsibility that allows all children to take an active role in their own learning. At Curbar, this will be organised so that teachers will:

* Ensure there are clear learning objectives and success criteria which the children understand
* Provide feedback which informs the next steps in their learning
* Give pupils opportunities to reflect on their learning through target setting
* Plan lessons which have pace and structure
* Provide a working environment where expectations are high
* Provide appropriate resources and support materials
* Continue to widen their subject knowledge and developments in education (be learners themselves!)
* Use a range of teaching styles, differentiation and groupings to enable all pupils to learn effectively
* Keep effective assessments and accurate records which inform planning
* Communicate with parents and keep them informed of children’s progress

**The Learning Environment**

The classroom and learning environment is pivotal in supporting the learning of children and staff will give learners opportunity to:

• Work individually

* Work cooperatively and collaboratively with learning partners, small groups and as a class

• Make decisions

• Solve problems

• Be creative

• Discuss ideas

• Develop social skills

• Develop independence, resilience and initiative

• Receive support

• Participate in enrichment

• Contribute to school life

Learning will take place in a stimulating learning environment that:

• Is welcoming, happy and caring

• Is challenging, supportive and engaging

• Celebrates success and supports children to realise their full potential

• Encourages mutual respect

• Is well organised, safe, tidy with well-presented displays including learning walls for English, maths and SPAG

• Has resources that are attractive, labelled and accessible

• Is non-partisan in terms of resources and delivery

• Has an agreed class charter ‘owned’ by the children

**Independent learners**

We believe that the development of the skills necessary to become an independent learner is very important and we strive to enable children to develop such skills and ability during their time at Curbar.

At Curbar, we recognise the value of peer and self-assessment as a tool for the promotion of independent learning. We encourage children to reflect on their own work and the work of their staff and peers and to build a strong learning dialogue to aid the learning process.

A combination of guided, modelled, collaborative and independent activities is provided within learning experiences at the professional judgement of the teacher. A careful balance is struck, enabling children to feel supported yet challenged and able to express their learning in a variety of ways at different times.

Questioning is used within learning experiences to promote independent thought and learning. A range of open questions are used to guide children via enquiry and self-development. As the children progress through the school, staff encourage the use of pupil-led enquiry on an increasing basis. For example, a Year 6 child may be expected to formulate a scientific question and follow their own line of scientific enquiry independently.

We aim to teach children where to go and what to do to solve their own problems. We have various systems of support for children, including:

If a child is stuck, we remind them of the following paths of possible assistance:

* **LOOK UP**. Look up to the board – are there any clues on the whiteboard, or on the classroom learning walls? For example, the learning objective may help; there may be an example on the wall (WAGOLL – what a good one looks like) which may also help.
* **LOOK BACK**. Look back in your book and at comments from your teacher – these may remind you of suggestions for improvement or how your current learning links to previous learning.
* **LOOK LEFT AND RIGHT**. Talk to the people on your table and see if they are able to help with your problem. They may be able to explain in a different way to help you to understand.
* **PUT UP**. If you are still unable to continue with your work, put your hand up. An adult in the room will come and help you.

**Resilience**

Here at Curbar, we recognise the importance of developing resilience in the on-going learning process. We wish to promote an attitude of perseverance and determination amongst our learners. This is done in a variety of ways:

* Having an ethos of rewarding effort as well as achievement (especially for boys)
* Encouraging the children to try new ideas and ‘take a risk’
* Providing a range of strategies to solve a problem (for example, in mathematics)
* Staff not always providing ‘an answer’ but rather encouraging children to find their own answers
* Scaffolding learning based on the needs of individuals and their needs
* Adults in school being role models for resilience
* Circle time/assemblies/character education to promote ‘learning to learn’ including growth mind sets and good behaviour for learning
* Celebrating and praising mistakes
* Recognising and rewarding perseverance
* Pitching learning experiences appropriately for individuals – providing the correct level of challenge.

**Organisation**

As a primary phase schools our expectation is that all teachers teach the full range of curriculum subjects. Nevertheless we recognise that there are specialist teachers within our staff and that the school employs staff from outside agencies and that some subjects will be taught by a specialist teacher e.g. PE, music.

**The role of the parents**

Parents play a crucial role part in ensuring that their children are responsible for their own learning and behaviour for learning in school.

**•** Ensure their children attend regularly and punctually

• Support the ethos of the school, the Curbar Code and the class charters

• Share responsibility for their children’s learning, be realistic and offer encouragement and praise

• Attend parent’s evenings and curriculum meetings

• Support the children including homework which may be set

• Encourage independence and resilience in their children

• Communicate with staff any concerns about their children

• Respect other members of the school community

**The role of the headteacher**

It is the responsibility of the headteacher to implement and monitor the school teaching and learning policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. The headteacher supports the staff by implementing the policy, by setting the standards and modelling good practice in teaching and learning. The staff are supported by the headteacher who will provide regular opportunities for continual professional development and reflection. The headteacher monitors the effectiveness of teaching and learning within the school’s Appraisal Policy and Performance Management process.

**The role of governors**

The governing body has the responsibility of setting down general guidelines on teaching and learning standards and of reviewing their effectiveness. The governors should work in partnership with staff, pupils and parents to support the aims and objectives of the school and to ensure that the school policy is administered fairly and consistently.

The headteacher has the day-to-day authority to implement the school teaching and learning policy, but governors have the opportunity to discuss teaching and learning at meetings. The headteacher must take this into account when making decisions about matters of teaching and learning.

**Celebrating Achievement**

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life, by;

* Verbal or written praise by teachers, peers, head and parents
* Displays of work
* Opportunities to perform or share
* Encouraging self-esteem
* Rewards within our Behaviour Policy
* Sharing success with the community

**Strategies for ensuring progression and continuity**

*Planning that includes:*

* Rolling programme to deliver the full coverage of a balanced curriculum with a focus on core learning and to modify and update this as required by changing circumstances
* Schemes of work developed and reviewed
* Medium term plans and weekly/daily plan drawn up by teachers
* Staff meetings to discuss curriculum developments and initiatives
* Monitoring of progress by the head teacher
* Links with secondary schools

*Feedback and marking, assessment and record keeping:*

* Ensure continuity by using methods of marking set out in the marking policy
* Regular records of assessments in day-to-day achievements based on lessons objectives and success criteria
* Reading records – individual, group reading and reading level assessments
* Records of levels/ attainment in other subject areas
* Summative Assessment including SATs
* Foundation Stage – observations, evidence, profile records (Orbit)

**Monitoring of the impact of teaching and learning**

Teachers, with support from senior leaders and governors, set targets for learning for individual pupils. The targets set at Curbar are ambitious and reflective of our high expectations. These targets are carefully monitored and provision is adjusted according to progress rates and attainment. The head teacher conducts six pupil progress meetings each year with class teachers to discuss and review the progress of pupils

As learners, staff are encouraged to reflect on their own practise and to evaluate the effectiveness and impact of their work. All staff are encouraged to model a reflective approach. The headteacher oversees the continuing professional development of the teaching staff within the school’s Appraisal Policy and Performance Management Cycle.

**Equal Opportunities**

We will ensure that all children have the opportunity to progress regardless of gender, race, first language, physical or intellectual ability. Expectations are high and we will support but never limit pupils’ achievements. Assessments will not involve cultural, social, linguistic or gender bias.

**Complaints**

Any complaints will be dealt with as set out in the School’s ‘Complaints Policy’, a copy of which is available on the school website at [www.curbarprimary.co.uk](http://www.curbarprimary.co.uk)

**Monitoring**

The head teacher will monitor implementation of this policy and will submit periodic evaluation reports on its effectiveness to the governing body.

This policy will be reviewed every year or sooner as necessary.