

Teaching and Learning Policy

**1 Introduction**

Within our Federation 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. 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. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

**2 Aims, Objectives and Ethos**

We believe that people learn best in different ways. Within our Federation we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

In line with our vision through teaching we aim to:

- deliver life enhancing, nurturing, inspiring, relevant learning experiences which incorporate the National Curriculum; modified where appropriate;
- enable children to become happy, confident, resilient, 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 doing so, to promote positive attitudes towards other people;
- facilitate considerate and positive relationships between all members of the school community whereby everybody feels valued;
- help children grow into reliable, independent and positive citizens;
- help children through the Christian ethos of the Federation and its links with the church to develop a strong moral code and an understanding of Christian ethics and their relevance to their own lives;
- raise levels of attainment for all pupils, enabling them to achieve their personal best;
- provide a safe and happy place to work;
- promote a thoughtful attitude towards the immediate and wider environment.

### **3 Effective learning**

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes and styles. These include:

- investigation, experimentation, problem solving and decision making;
- group, paired, independent and whole class work / learning;
- asking and answering questions;
- use of technology;
- learning beyond the classroom;
- creative activities that recognise different learning styles;
- making choices and decision making.

### **4 Effective teaching**

- motivates children and builds their skills, knowledge and understanding of the curriculum;
- uses prior knowledge of children to plan future learning and interactions;
- differentiates appropriately to the needs of the children;
- assesses and reviews the progress of children termly;
- has clear learning objectives and develops success criteria of the children;
- ensures a stimulating environment for learning.

### **5 The role of governors**

Our governors determine, support, monitor and review the school policies and the impact on children's progress. In particular they:

- 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;
- ensure that staff development and performance management policies promote good quality teaching;

## 6 The Role of parents

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 at the beginning of each year;
- sending information to parents regularly in which we outline the topics that the children will be studying;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework;
- newsletters;
- holding parent consultations twice a year;
- providing opportunities for parents to come into school, eg. Class assemblies and open afternoons, reading and maths cafés.

Parents have the responsibility to support their children and the Federation in implementing Federation policies. **Parents should:**

- ensure that their child has the best attendance record possible;
- ensure that their child has the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school and ensure they have sufficient sleep and breakfast;
- 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;
- support their child by attending parent consultations and other meetings;
- being actively involved in any individual learning processes;
- ensure that all contact addresses and telephone numbers are up to date and correct;
- support the Federation's homework policy;
- attend all medicals and health interviews when invited;
- read and respond to letters and texts sent home from school;
- support extra-curricular activities, such as visitors to school, concerts, visits and fairs.

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**7 Monitoring and review**

This policy will be reviewed regularly.