



For the love of learning, friendship and faith

Melling (St Wilfrid) Church of England Primary School

Teaching and Learning Policy

This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom and what the school does to create an effective learning environment.

AIM OF THE POLICY

To ensure that all pupils are provided with high quality learning experiences which lead to a consistently high level of pupil achievement.

PLANNING THE CURRICULUM

A Long Term Plan has been drawn up by staff to cover each academic year. This plan works alongside the Primary Strategy to provide full coverage of subjects, and has been drawn up to facilitate cross-curricular links.

Medium term plans are based on the National Curriculum which are annotated by class teachers. They state clearly what will be taught, when and how.

Short term planning is produced by class teachers to enable them to deliver what is in the medium term plans. Short term plans will include differentiation, showing how the less able pupils will be developed, and how the more able pupils will be challenged.

Different resources, learning objectives, levels of support or expected outcomes are means of providing differentiation, as are enabling questions, individual target setting and giving prior knowledge or help about topics to be covered.

Short term planning will include consideration of how other adults in the room are to be utilised, and it is expected that support staff will be involved in the planning and assessing of pupil progress.

THE QUALITY OF TEACHING

Teaching staff (including support staff) will:

- promote effective and positive interaction with pupils
- promote high expectations
- plan lessons which have clear objectives which are communicated effectively to pupils
- use a range of teaching styles
- use a range of questioning
- recognise and manage effectively the support of other adults in the classroom

- use well timed interventions to help the pupils make good progress
- check for understanding during the lesson, by listening to pupils and asking challenging questions
- provide feedback to pupils about their progress
- ensure that assessment strategies are implemented and records relating to agreed criteria and agreed areas of learning are kept (following assessment for learning principles)
- ensure they involve all pupils and that high standards of effort, accuracy and presentation are encouraged.
- recognise the importance of health and safety
- acknowledge and make the best use of the contribution of parents, the community and work carried out at home
- ensure that at the end of the lesson the pupil outcomes are consistent with the objectives set at the beginning
- take individual needs into account including pupils on the SEN register or Able, gifted and Talented register

THE QUALITY OF LEARNING

Pupils will

- have their learning monitored by how well they acquire new knowledge or skills, develop ideas and increase their understanding.
- be given opportunities to demonstrate their ability to apply intellectual, physical or creative effort to their work.
- be able to work at a good pace and be productive.
- be able to show an interest in their work and be able to sustain concentration and think and learn for themselves.
- understand what they are doing, be aware of how well they have done and know how they can improve. (following principles of assessment for learning)
- be recognised as individual learners with reference to Special Needs or Able, Gifted and Talented needs

Pupils will have the opportunity to:

- work individually, in groups and as a class
- make decisions
- work co-operatively
- solve problems
- be creative
- discuss their ideas
- develop social skills
- develop independence
- use initiative
- receive support
- achieve academically

THE LEARNING ENVIRONMENT

The learning environment should be

- clean and tidy
- organised so pupils are aware of where equipment is and be able to access it.
- peaceful and calm.
- a place where pupils can speak and be heard.
- organised so pupils can develop social skills by learning to work in groups
- filled with routines with which pupils are familiar
- challenging and stimulating
- happy and caring
- well resourced

Physical organisation of the learning environment

All classrooms have:-

Tables arranged for:

- ease of working
- flexibility
- purposeful discussion
- provision of quiet corners
- large working surfaces

Chairs should normally:

- be sufficient in number for the activities in the classroom
- leave enough room for children to move easily around the room

Storage/display areas arranged to:

- support different areas of the curriculum
- support a project or activity
- give character to the room
- house children's personal belongings.

There will be a planned programme of renewal and decoration which will be done in consultation with staff and governors.

RESOURCES

Materials in all areas are well organised, of good quality, clean, tidy, attractive, accessible and well labelled. Stock is checked and replenished regularly. Children are taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Relevant textbooks are available in each classroom.

The effective implementation of National Curriculum subjects calls for a wide range of equipment to be used. These are not necessarily stored in the classroom but can be found in the school office or staff areas. The school library and classroom have a selection of books covering all curriculum subjects. Additional books are loaned from the Lancashire Library Service.

TIMETABLING

The timetable is designed to give a balanced curriculum over the course of the school year, and cannot be judged on any specific week. Timetables are sent home every term so parents and pupils know when each lesson is being taught and by whom.

Signed (Headteacher):

Signed (Chair of Governors):

Date: October 2016

Review date: October 2019