

Flushing C of E Primary School

Teaching and Learning Policy

Flushing Church of England Primary School is a welcoming, safe and caring environment within the heart of the community. We work together in a spirit of equality, trust and friendship. In our small school there is time for the individual. We offer a broad and balanced education, nurturing our children's skills to prepare them for the future. All achievements are celebrated and valued in the belief that Every Child Matters to God whatever their faith or creed.

Introduction

At Flushing C of E Primary 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. 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.

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 their full potential.

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 this into account when planning teaching and learning styles. We offer opportunities for children to learn in different ways, for example:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;

Effective teaching

This is what it is.

Effective teaching is when teachers challenge and inspire pupils, expecting the most of them. Effective teachers have good subject knowledge and are technically competent in teaching skills. The best teachers will use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour. They will assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties. Good teachers plan effectively, setting clear objectives that pupils understand and they use time, support staff and other resources effectively.

This is what we do.

At Flushing, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement.

We use our **class curriculum maps** combined with our **whole school skills document** and the **National Curriculum** to guide our teaching. This sets out the aims and objectives and details what is to be taught to each year group in each subject. Wherever possible and only using strong links, we try to combine all the **children's learning into one topic** for the half term. We believe that this gives the learning more meaning and direction and enthuse the children.

Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons. We also use this information to **set the children targets** to achieve in the short and long term.

We strive to ensure that all tasks set are appropriate to each child's level of ability. We do this by **grouping children based upon assessment information and matching challenging objectives** that are shared with the children.

When planning work for children with special educational needs, we give due regard to information and targets contained in the children's **Individual Education Plans (IEPs)**. Teachers modify learning and teaching as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. 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.

We also take into account **more able children** when planning. We do this by grouping with children of a similar ability, sometimes with children a year older or by giving extended or open-ended activities.

There is no prescribed pedagogy, but we do believe in **focussed teaching** where groups of children are **aware of what they are learning in the lesson and what questions the teacher will ask them, to discover if they have learnt it**. We ensure the lesson is **interactive and that children have opportunities to discuss** the learning with peers and adults. We also **mark and assess the children throughout the lesson, extending or developing the learning as the children progress**. Work is regularly marked and we use **'Making a Difference Time' to enable the children to read, react and respond to our marking**.

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. We treat them fairly and give them equal opportunity to take part in class activities.

All our **teachers follow the school policy with regard to discipline and classroom management**. 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 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.

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.

We deploy **teaching assistants and volunteers** 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.

We strive to make sure our classrooms are attractive learning environments. We create displays in our classrooms that not only **show off the children's work but also support the current learning**.

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.

Role of the Coordinator

We monitor and develop the teaching through our Curriculum Partnerships with members of the governing body.

When evaluating teaching and learning in school, we use the above '*This is what we do*' as a benchmark of what we expect to see through:

- classroom observations.
- sampling pupils' work.
- sharing pupils' work with colleagues, agreement trialling and celebrating successes.
- displaying work throughout school and discussing quality.
- internal moderation of pupils' work.
- discussion with pupils'.

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 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.

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, supported by summary reports.
- 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 meetings to explain relevant developments in their child's education.

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.
- 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 continued Professional Development Policies. 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.

Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Review

The Head Teacher and staff will review this policy according to the policy cycle.

Signed.....Date.....

TL March 2023