

# **Campsbourne School**

## **Learning and Teaching Policy**

**Date of Policy:** November 2015

**People responsible for policy:** Staff and governors

**People involved in writing policy:** Staff and governors

**Process undertaken:**

SLT met to review and update existing policy and evaluate current practice. The policy was then redrafted and presented to the curriculum committee and referred back to staff.

### **Key Principles that underpin the learning and teaching in Campsbourne School.**

Children learn best when:

- They attend school regularly with a positive attitude, eagerness to learn and behave in a way that allows themselves and others to learn.
- They are happy, safe and secure in school and feel valued for their efforts.
- They persevere with their learning, knowing when they find something difficult they can ask for help.
- They respect their peers, adults and others in the wider community.
- There are strong links between home and school and the importance of parental involvement in children's learning is recognised.
- Their physical, spiritual, moral, social and emotional needs are taken into account.
- Their learning environment is purposeful and engaging. Resources are easily accessible through good classroom organisation.
- There are agreed schemes of work to ensure a broad and balanced curriculum for continuity and progression throughout the school.
- Their work is well planned, differentiated and the instructions given to them are clear.
- Learning tasks are matched to their ability and there is provision for challenge, practise and extension.
- Their learning styles and creativity are catered for.
- Teachers plan, record and assess each child's progress in their learning.

The agreed principles of this policy are followed in all the curriculum areas taught at Campsbourne School.

There will be evidence in the learning environment of:

- A positive, purposeful working atmosphere.
- Good classroom organisation.
- Safe and secure working conditions.
- Focussed teaching, with clear aims and objectives.
- Children who are motivated to learn by the teacher's enthusiasm, challenged and on task.
- Hands on activities, relevant to the learning objectives.
- Mutual respect between adults and children.
- Children encouraged to take risks and learn from their mistakes in order to succeed.
- Provision of appropriate resources, differentiated work and materials.
- Independent learning.
- Pupils working collaboratively where appropriate.
- Children redrafting work in partnership with an adult or their peers.
- Work marked regularly with targets for improvement.
- Home learning being regularly given.
- Children being given roles of responsibility.

Teachers will ensure that:

- Lessons are well planned and take children's prior learning and current assessment into account.
- There are clear instructions given for each learning task.
- They have high expectations.
- They use a range of teaching strategies suited to the learning objective.
- Children are encouraged to succeed and their efforts are praised in the classroom and assemblies.
- They are secure in their subject knowledge and present information to the children in an engaging manner.
- They are good role models for the children.
- Children are listened to.
- There is good communication with parents through meetings, letters and other media.
- Parents are aware of how they can help their child at home.
- The learning environment is safe.
- Children have responsibility for the care of their environment.
- Care is taken to provide good quality displays.
- Children understand the school behaviour policy and it is followed in the classroom.
- That British values of democracy, fairness, tolerance and responsibility are embedded throughout the curriculum.
- Children are given responsibility in the classroom and around the school.
- They share concerns about pupil's welfare with appropriate staff.

- They meet the needs of all children.
- All children feel that their social and cultural backgrounds are valued.

Support Staff will ensure:

- They support the teaching, either through direct delivery, delivering intervention groups or by enabling access for identified children.
- They carry out appropriate assessments.
- They prepare suitable resources.
- They support children with EHCs, statements or behaviour plans.
- They share concerns about pupil's welfare with appropriate staff.

Campbourne School will ensure:

- There is a whole school approach to planning and assessment.
- Pupil progress meetings provide opportunities for SLT and class teachers to discuss children's academic progress and target support.
- Schemes of work are followed to ensure continuity and progression.
- Teaching and Learning is monitored through a programme of observations and book scrutinies.
- Good practice is shared.
- There is a rolling programme of staff development.
- Resources are well organised.
- Agreed policies for marking, behaviour, assessment, special needs and a mission statement for SMSC are implemented, reviewed and updated in line with the school development plan.
- There are systems for celebrating good work, achievement and effort.
- A global dimension is embedded by celebrating and learning about a range of festivals, cultural events and topical issues.
- There are regular parents' evenings.
- Staff have high expectations of themselves and all pupils.

### **Dissemination of the policy**

The policy will be accessible on the school website and school system.

### **Monitoring and evaluation**

The head teacher, SLT, subject leaders and governors will monitor the policy.

**To be reviewed:** Nov 2016