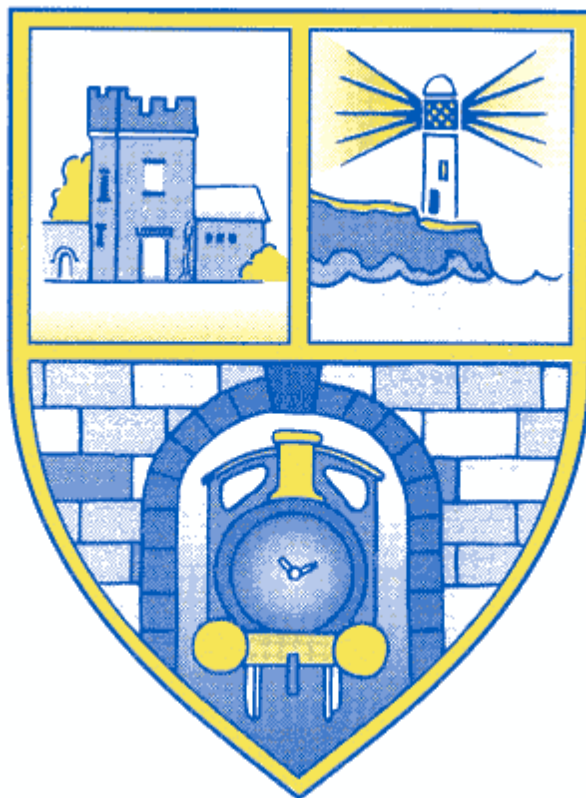


Whitehead Primary School & Nursery Unit

"Learning & Growing Together"



Learning and Teaching

Rationale

At Whitehead Primary School we believe in the concept of lifelong learning and the notion that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. 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 learning and teaching 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 aim to 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 to build positive relationships with other people;
- develop children's self- respect and encourage them to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and in so doing promote positive attitudes towards other people;
- enable children to understand their community and help them to feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

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 best suit them.

Accordingly we offer opportunities for children to learn through:

- investigation and problem solving;
- research and finding out;
- independent, paired, group and whole class activities;
- fieldwork and visits to places of educational interest;
- creative activities;
- debates, role plays and oral presentations;
- designing and making;
- participation in athletic or physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn - what helps them learn and what makes it difficult for them to learn.

Effective Teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum and the world around them. We use our school policies and long term planning to guide our teaching. These set out the aims, objectives and values of the school and details what is to be taught to each year group. As teachers we will:

- Treat all children with respect, empathy and as individuals whilst identifying their learning potential.
- Identify children with special educational needs and endeavour to meet their needs within school or by involving outside agencies.
- Provide opportunities for all children to be stretched and challenged academically ensuring that they reach their full potential.
- Use available resources to their full potential and deploy classroom / nursery assistants and other adults as effectively as possible.
- Develop an attractive and stimulating learning environment for the children. We change displays regularly to ensure that the classroom and the corridors reflect the topics studied by the children.
- Base our long term planning on the revised curriculum as outlined by the "Golden Book" and subsequently develop medium / short term planning on a half termly basis.
- Plan our teaching to take account of the different learning styles and abilities of children within our class.
- Plan lessons which motivate and inspire the children using a wide range of teaching strategies.
- Involve children in planning where appropriate.

- Provide opportunities for children to actively engage in learning.
- Base the lessons on learning intentions which we will communicate to the children.
- Allow time at the end of a lesson to recap and review the learning which has taken place.
- Mark work and provide verbal feedback based on the learning intentions using for example "2 stars and a wish" as a means of providing meaningful feedback to the children.
- Reward children for "working hard" through assembly, Star Pupils and a variety of stamps, stickers and class reward systems.
- Regularly evaluate our teaching in order to assess how we could improve.
- Use all means available, including data to further enhance our teaching and the learning of the children.
- Ensure that all tasks and activities undertaken by the children are safe. When we plan to take children out of school, we first inform parents and obtain their permission.
- Reflect on our strengths and weaknesses and plan our professional development needs accordingly. As a school we do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

The role of Governors

Our Governors determine, support, monitor and review the school policies on learning and teaching. 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 learning and teaching;
- monitor learning and teaching strategies in the light of health and safety regulations;
- monitor how effective learning and teaching strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of school learning and teaching policies through the school self-review processes. These include reports from subject co-ordinators and the annual head teacher's report to Governors as well as a review of the in-service training sessions attended by staff.

The role of Parents / Guardians

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- holding parent's information sessions to explain our school strategies for teaching;
- conducting parental interviews to discuss a child's progress;
- sending annual reports to parents in which we explain the progress made by each child and indicate how that child can improve further;
- explaining to parents how they can support their children with homework; We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

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 is punctual and has regular attendance;
- ensure that their child is equipped for school with the correct uniform, necessary books and equipment and PE kit;
- provide support for our positive behaviour policy;
- offer their children praise and support;
- ensure that all homework is complete and signed;
- attend parent meetings;
- become involved in the life of the school (as parent helpers, through PTA etc)
- 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;

This policy is subject to review in line with the School Development Plan and in light of any Department of Education legislation or advice.

The policy is a statement of practice and gives direction to our continual drive for improvement. It has been agreed by teachers and the Board of Governors.

Last reviewed: February 2016

Next review: February 2018