

Chafyn Grove School Teaching and Learning Policy



Teaching and Learning Policy this includes all pupils from EYFS to Year 8

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
- 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
- develop further the knowledge and skills of the children.

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use our schemes of work to guide our teaching. These set out the aims and objectives, and details what is to be taught to each year group.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. 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). (see Differentiation Policy) We have high expectations of all children, and we try to ensure that their work here at Chafyn Grove School is of the highest possible standard.

We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum or from the Common Entrance Syllabus, where appropriate. Our planning contains information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate lessons, so that we can modify and improve our teaching in the future.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. 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 set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the

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best learning opportunities for all. We praise children for their efforts thus helping 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 and Discipline policy.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission and we carry out a risk assessment.

We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment. All our learning assistants and regular parent helpers have been CRB checked.

Our classrooms are attractive learning environments; all academic classrooms are equipped with Interactive whiteboards or projectors. Displays are changed, appropriately, on a regular basis, to ensure that the classroom reflects the topics studied by the children and, as far as possible, using the pupils' work in our displays. Classrooms have an appropriate range of dictionaries and reference books. There are fiction and non-fiction books in most classrooms as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

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. This takes place within departments, through departmental meetings and observations, within year groups and through whole school INSET.

We conduct all our teaching in an atmosphere of trust and respect for all.

Effective Learning

We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. We take into account these different forms of intelligence when planning.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- group, pair, whole class and individual work
- asking and answering questions
- use of the computer in the ICT room, the Library and through interactive whiteboards, iPads or projectors.
- fieldwork and visits to places of educational interest
- creative activities
- watching educational recordings and responding to musical or recorded material

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- debates, role-plays and oral presentations
- designing and making things
- 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 identify ways to improve their learning.

We have special non-curriculum days in which a particular subject, topic, or method of learning becomes the focus, and the normal timetable and curriculum are put to one side. The aim of these special days is to stimulate both pupils and staff and to enable cross curricular or skills based learning.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. For example, a number of iPads were introduced to enhance the children's learning.