

# Ormesby Village Infant and Junior Schools

## Teaching and Learning Policy

### 1 Introduction

- 1.1 At the Ormesby Village Schools we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We know that learning needs to be a rewarding and enjoyable experience for everyone; above all it should be fun and involve lots of challenges and problem-solving. 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 quality teaching and learning experiences help children to lead happy and rewarding lives.

### 2 Aims and objectives

- 2.1 We know that people learn best in different ways. At our schools we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.
- 2.2 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 and British values 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.

### 3 Effective learning

- 3.1 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. The seven main areas of intelligence are linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We try to take into account these different forms of intelligence when planning teaching and learning styles.
- 3.2 Consequently we offer opportunities for children to learn in different ways. These include:
- investigation and problem solving;
  - research and finding out;
  - group work;
  - pair work;
  - independent work;
  - whole-class work;
  - asking and answering questions;
  - use of the computer;

- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

**3.3** We encourage children to take responsibility for their own learning as much as possible, 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.

## **4 Effective teaching**

**4.1** When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We plan for each curriculum area in the long, medium and short term and review this planning regularly to ensure learning objectives are clear, appropriate and meet children's differing needs. We plan using cross-curricular themes with key questions at their heart and we involve the children in choosing these themes so they reflect their particular needs and interests. In the Foundation Stage teaching and learning reflects the statements and guidance in the Development Matters statements and the Early Learning Goals. At KS1/KS2 we follow the National Curriculum and at KS2 base our topic learning around the Cornerstones Curriculum.

**4.2** We base our teaching on our knowledge of the children's levels of prior 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 or children who are more able we give due regard to information and targets contained in the children's Individual Education Plans (IEPs) and teachers' assessments. We have high expectations of all children, and we want their work here at The Ormesby Village Schools to be of the highest possible standard.

**4.3** We set attainment targets for the children at the beginning of each academic year at KS1/KS2 based on their prior attainment and national expected levels of attainment. We review the progress of each child at the end of each term and target them appropriately if they do not make, or exceed, the expected amount of progress. In the Foundation Stage we assess a baseline level of entry using the Development Matters statements. Children are assessed during the year using these and the Early Learning Goals and leave the Foundation Stage either 'emerging', 'expected' or 'exceeding' expected levels.

**4.4** We plan our lessons with clear learning objectives. We take these objectives from the Early Learning Goals and the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. Learning objectives are shared with the children at the beginning of each lesson and referred to during the lesson also. Success criteria are shared with the children so that they know how to achieve the learning objective and in any plenary sessions teachers assess whether children have made progress and achieved learning objectives. We evaluate all lessons so that we can modify and improve our teaching in the future. We also ensure we mark work with reference to learning objectives and success criteria and share the feedback with the children. They are given opportunities to reflect upon, and address, marking issues.

- 4.5** 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 policies with regard to behaviour 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 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 expect good behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our schools' behaviour policies.
- 4.6** 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. The correct educational visit procedures are strictly followed.
- 4.7** We deploy teaching assistants and other adult helpers effectively to support children's learning. 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.
- 4.8** Our classrooms are attractive learning environments. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, 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.
- 4.9** 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.
- 4.10** We conduct all our teaching in an atmosphere of trust and respect for all.

## **5 The role of governors**

- 5.1** Our governors determine, support, monitor and review the school policies on teaching and learning. 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 teaching and learning;
  - monitor teaching strategies in the light of health and safety regulations;
  - 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;
  - monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the Headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

## **6 The role of parents**

**6.1** 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 explain our school strategies for teaching Literacy and Numeracy.
- sending regular reports to parents in which we explain the progress made by each child and indicate how the 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. Other homework will include learning spellings/times tables.

**6.2** 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 with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- 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;
- fulfill the requirements set out in the home/school agreements.

## **7 Monitoring and review**

**7.1** 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. We will review our policy each year.

<b>Action</b>	<b>Date</b>
<b>Policy agreed by staff</b>	<b>15.6.21</b>
<b>Review date</b>	<b>June 2022</b>