

## **Teaching and Learning Policy**

This policy is a whole school policy including EYFS

A detailed and ongoing risk assessment has been completed to take into account government guidelines and statutory requirements regarding Covid-19. With this in mind changes to procedures may occur due to identified risks.

### **Our Response to Covid-19**

During the 2020 and 2021 closures, our school has shown outstanding flexibility, resilience and fortitude. Immediately we surveyed parent opinion to discover family's needs, directly acting upon these to put in place bespoke educational plans. Teachers filmed daily video lessons with assignments in core subjects, providing same day feedback, SEND teaching and daily class Zoom sessions. We cared for Keyworker children too, who followed their class's schedules. Our weekly-filmed and Zoom assemblies, along with our end of year celebrations supported our community and were a testament to our truly innovative place to study, work and play.

### **Introduction**

**1.1** At Springmead 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 lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### **2 Aims and objectives**

**2.1** 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 in the classroom and through enrichment activities.

**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 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
- ensure that teaching is balanced and non-partisan and actively promotes

fundamental British Values.

### **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 psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

**3.2** 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, 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.

**3.4** The school has adopted BLP (Building Learning Power) to support and encourage independent learning skills. Increasingly we aim to make children more independent in their learning

**3.5** We use readiness to learn activities to encourage children's full engagement and attention.

### **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 use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

**4.2** 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

Review period: 1 year

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 and disabilities we give due regard to information and targets they are working towards. We have high expectations of all children, and we believe that their work here at Springmead School is of the highest possible standard.

- 4.3** Assessment for learning now in place (see assessment policy).
- 4.4** We plan our lessons on daily/weekly plans with clear learning objectives that are shared with the children at the beginning and end of lessons (unless inappropriate in specific circumstances of a lesson). We take these objectives from the National Curriculum and our own plans and from the Early Years Foundation Stage. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.
- 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 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 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.
- 4.6** We ensure that all tasks and activities that the children do are safe.
- 4.7** We deploy teaching assistants, nursery nurses and 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. Our staff in the Early Years Foundation Stage are split into Keyworkers.
- 4.8** Our classrooms are attractive learning environments. We aim to change displays at least once a term, 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.

## **5.0 The role of subject leaders is to:**

- provide a strategic lead for the subject with the aim of improving standards;
- offer support and advice to colleagues on the subject;
- monitor pupil progress in that subject area across the school through observations and discussion with staff and children. Also through levelling work (3 pieces of work, top, middle and bottom, levelled per year group each year to be stored in subject leader files);
- review the way the subject is taught at the school and plan for improvement;
- understand current standards in the subject across the school and how this compares to expected targets;
- plan how we are going to improve standards in conjunction with staff, Headteacher and Proprietor;
- provide efficient resource management for the subject;
- review the curriculum plans for the subject and ensure that there is coverage of the National Curriculum, where we feel it is appropriate, and that progression is planned into schemes of work;
- to keep up to date with the developments in the subject at both national and local level;
- keep detailed information on their subject in a subject leader file;
- work with the Proprietor and Headteacher to produce a development plan for the subject which links the whole school objectives;
- review policy annually;
- present a review of the subject to staff at staff meeting

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role.

## **6.0 The role of the Headteacher**

The Proprietor and Headteacher determines, supports, monitors and reviews 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.

## 7.0 The role of parents

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:

- sending information to parents at the start of each term/ half-term in which we outline the topics that the children will be studying during that term at school;
- sending annual 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;
- communicating in the home/school diary.

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;
- fulfil the requirements set out in the Terms and Conditions of Admissions.

## 8 Monitoring and review

This policy is the Headteacher's ongoing responsibility and its effectiveness is reviewed in consultation with the staff.

**Signed Headteacher:** *Sally Cox*

**Date:** 4.8.21