

Kings Copse Primary School Teaching and Learning Policy

Introduction and Aims

Through our school aims, we endeavour to provide the children with the necessary skills, knowledge and understanding to make informed choices about the important things in their lives. At Kings Copse Primary School, we strive to encourage children to be the best that they can be. Aspirations and aiming high are central to how we want our children to think. Children are nurtured to develop as respectful, independent, resilient, collaborative, curious, motivated individuals, with a broad and balanced education which builds on children's strengths. They develop strong roots from which to develop as confident and competent learners, working with our strong team of staff in a caring environment which values learning in and outside the classrooms. It is our goal to be an ambitious community, working together in valuable partnership with parents to give all of our children the best start to their lifelong education.

Specifically, we aim:

- To raise standards of achievement in all aspects of pupil development through the school.
- To develop and communicate an ethos of high expectation throughout the school community.
- To provide a rich and varied learning environment, that allows children to develop their skills and abilities, working towards achieving their full potential.
- To develop skills enabling children to deal with challenges and change.
- To develop a child's self-confidence and feeling of self worth.
- To provide children with a purpose and context for their learning.
- To promote a caring and considerate attitude towards each other within the community.
- To foster the tolerance of opinions and beliefs of others.
- To engender social skills that enable children to work and communicate with others.
- To promote the learning values agreed by our school community: respect, collaboration, independence, resilience, curiosity and motivation

We believe:

- Quality learning is a result of quality teaching, which is informed by ongoing formative assessment and oral and written feedback.
- Quality learning is enhanced by a variety of approaches, rooted in assessment.
- Children and teachers value learning, the development of learning values and the acquisition of knowledge.
- To learn children must be involved in their own learning and understand what they need to do to improve.
- All staff have high expectations of children in terms of their learning.
- All children should be encouraged to develop curious minds.
- Children should be encouraged by all staff to become increasingly independent learners.
- Parents and carers have a crucial and constructive role to play in developing their children's learning.

We endeavour to create a positive context for learning by:

- Fostering a caring and considerate environment where all children feel safe.
- Providing good role models through the way that we interact with all adults and children, at all times, and in all places.
- Developing classroom environments in which children feel valued, respected and safe.
- Creating an environment where it is acceptable to make mistakes and be challenged by their learning.
- Involving all pupils in the way the school is run, through school council, in order to make them feel that their opinion is valued.
- Providing exciting opportunities for learning, which enrich the curriculum and include after-school activities, visits and input from the wider community, including religious speakers, arts performers and representatives from the sporting bodies.

Environment

The environment the children work in plays a crucial role in the way they learn. We strive to provide a stimulating environment conducive to learning. This is achieved by:

- Creating defined areas in classrooms and keeping the classrooms tidy.
- Organising environments that set an example for children.

- Creating classroom environments that embody a range of displays that are bright, stimulating and celebrate children's work, as well as promoting learning (working walls for maths and English are expected).
- Providing drinking water in all classrooms, promoting nutritious school dinners and encouraging fresh fruit and healthy snacks at playtime in order to contribute towards good physical and mental health.

Classroom Management

All staff at Kings Copse make 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 staff follow the school policy with regard to discipline and classroom management.

Behaviour Management

All adults take responsibility for maintaining standards of behaviour for all children in the school community. All adults are expected to insist upon and maintain high levels of whole class good behaviour when moving around the school, in the school hall and in the playground e.g. assembly time, lining up on the playground and walking into the school. The school standards of behaviour should be maintained when on educational visits outside school, including sporting events and when outside visitors come into school.

Teaching and Learning

We have high aspirations for all children at Kings Copse Primary. Teaching is based on the prior assessment of what pupils can do and input is flexibly provided based on this evolving knowledge. Children are challenged to develop a broader and deeper level of knowledge and understanding. Learning is assessed by the Hampshire Assessment Model at four key points of the year. When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We base our teaching on our knowledge of the children's level of attainment and the rate of progress that they are making. 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 SEND, we give due regard to information and targets contained in the children's Individual Assessment and Provision Document. We have high expectations of all children, and we believe that their work should be of the highest possible standard.

We plan our lessons using learning objectives from the National Curriculum / Early Learning Goals. Intended learning outcomes are communicated clearly and in an age appropriate way, to children of all ages so that they know what the teacher is looking for and why.

The appropriate medium term plan for Literacy and Numeracy is modified, as appropriate, to allow for cross curricular links and to meet the learning needs of the class, including Reception children. Through our planning we offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- group work, paired work, independent work, whole class work
- asking and answering questions
- use of the computer and other technology
- visits to places of educational interest or visitors to school
- creative activities
- use of multi media clips
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in the way best suited to them. It is expected that learning is adjusted throughout units to respond to the needs of children.

We involve children in the learning process and encourage them to develop self-assessment skills, so that they can take greater responsibility for their learning. We make regular evaluations of lessons so that we can modify and improve our teaching and also inform future planning. Effective marking and verbal feedback provides an invaluable guidance on how well children are doing and what they need to do in order to improve.

We set academic targets for children in each academic year and we communicate these with parents through

two sets of parent consultations and an annual written report. We review the progress of each child regularly and adapt learning to reflect this progress. We recognise that targets may be ambitious and not merely forecasts based on where a child is. Every child is given next steps of learning to show how they can improve.

Approved by GB: Summer 2018

The policy will be reviewed: Summer 2021