

Anston Greenlands Primary School



TEACHING AND LEARNING POLICY

May 2020

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Introduction

Our teaching and learning policy aims to ensure that all children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and progress. We offer the children a broad, ambitious, highly motivating curriculum which has been built around their needs and interests.

Aims and objectives

We understand that every child is an individual with individual needs and interests. At our school we provide a rich and varied curriculum and learning environment that allows children to develop their skills and abilities to their full potential. We believe that engagement is key, so we ensure that all learning is purposeful and contextualised.

Through our teaching we aim to:

- Foster the school values of being **CREATIVE**: curious, resilient, enthusiastic, aspirational, team players, independent, versatile, expert.
- Have the same high academic ambitions for almost all learners.
- Help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.
- Develop pupils' understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different. In doing so, we aim to help children to establish their place as responsible, respectful, active citizens who contribute positively to society, within their global, national and local communities.
- Encourage spiritual and moral self-awareness; through this, develop children's self-respect, enabling them to value the ideas, attitudes and feelings of others;
- Support the children's growing understanding of environmental issues.
- Develop children's enterprise skills, helping them to grow into successful citizens in the 21st century.
- Ensure that children understand how to stay physically and mentally healthy.

Our Curriculum

We strongly believe that effective learning happens when children are engaged in exciting and meaningful contexts. To achieve this, all blocks of work are planned around a final event or outcome, which children work towards. All learning therefore becomes an essential step towards this end goal. This provides a perfect platform for creative cross curricular work.

As well as meeting all national requirements, our curriculum is built around four key drivers: enterprise; environmental awareness; being effective members of our community and spiritual and moral awareness. These were chosen by the whole staff to meet the needs of our children and school community. Additionally, we regularly survey pupils, parents and carers to ensure that they find our curriculum motivating and exciting.

The curriculum is planned in staff teams, in order to share innovative ideas and practice, as well as ensuring the highest possible level of challenge to our learners. As a result of this,

year groups often work together, where appropriate, in the lead up to their final outcome. Often, a range of audiences are invited to celebrate the end events with the children - for example parents and carers, the local community, governors, other classes within school.

At the end of each unit of work, the plans are evaluated by the planning teams in order to ensure that the curriculum evolves and is as vibrant and relevant as possible.

The curriculum is regularly improved and updated, ensuring that it stays relevant to the changing world and to the interests of the children. We take pride in the fact that our curriculum extends beyond the academic, providing for learners' broader development, enabling them to develop and discover their interests and talents

Quality of Education

We aim for a high quality education in which:

- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn well across the curriculum.
- All teachers have good, up-to-date knowledge of the subjects they teach.
- Teachers and other adults ensure students are engaged in learning, promoting appropriate discussion, and generating high levels of commitment to learning.
- Teachers use well-judged and imaginative teaching strategies, which, together with clearly directed and timely support and intervention (either from themselves or other adults in the class), match individual needs accurately.
- Teachers check learners' understanding effectively and systematically, identifying misconceptions accurately and providing clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils understand the next steps in their learning.
- Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.

The Learning Environment

Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select reflect the curriculum and clearly support the intent of our carefully planned curriculum, sequenced towards accumulating appropriate knowledge and skills for future learning and employment.

All areas and resources of the school including the classrooms are clearly labelled. Children are made aware of these resource areas at the beginning of each year. The learning environment is organised to ensure that the children have access to the equipment they need.

Displays are used to celebrate learning, support learning and show learning in progress in all areas of the curriculum. Objectives and skills are displayed alongside work to reinforce the learning which has taken place.

We encourage the children to respect their learning environment and the resources within it.

The Role of Governors

Our governors support, monitor and review the school policies on teaching and learning. In particular, they:

- ensure that the leadership team has a clear vision and strategy;
- ensure that resources are managed well;
- hold leaders to account for the quality of education

The Role of Parents and Carers

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

- having an 'open door' policy in which parents and carers feel they are welcome in school;
- holding open sessions to discuss the progress of children;
- inviting parents/carers of children on the SEND register to attend and contribute to termly review meetings.
- sending information to parents and carers at the start of each term in which we outline the topics that the children will be studying during that term at school;
- regularly updating the school website with news and celebrations of work done in school;
- inviting parents, carers and other members of the school community to selected end of term/half-term events;
- sending yearly records of achievement to parents and carers, in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents and carers how they can support their children with homework;
- holding workshops for parents and carers, as appropriate, to explain and share key aspects of the curriculum;
- occasionally inviting parents and carers to learn alongside their children in class.

Parents and carers are invited to support wider learning in school. We encourage this by:

- inviting 'expert' parents, carers and grandparents into school to share their knowledge with children.
- training volunteers to support reading in classes across school.

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 their uniform and PE kit;
- promote a positive attitude towards school and learning;
- fulfil the requirements set out in the home/school agreement.

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. This policy will be reviewed bi-annually.

Date: May 2020

Review: May 2022