



**ST PHILIP'S CE  
PRIMARY  
SCHOOL**

**Teaching and Learning Policy**

Policy confirmed by the Governing Body of St Philip's CE Primary School on:

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
(Chair of Governors)

To be reviewed on: \_\_\_\_\_

## **1 Introduction**

**1.1** At St Philip's primary School we believe in the concept of lifelong learning, and in 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. 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**

**2.1** We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all 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 to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of 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 it;
- help children grow into reliable, independent and positive citizens.

## **3 Effective learning**

**3.1** Research tells us a lot about how to maximise learning. We know that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (for example, mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching.

**3.2** We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged, but where they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We therefore provide 'brain breaks' at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water.

### 3.3 Concerning the structure of a lesson, learning-theory tells us:

- to connect the learning with previous work;
- to give learners the 'big picture' of the whole lesson;
- to explain the learning objectives, and why the lesson is important;
- to present the information in a range of styles;
- to allow opportunities for the pupils to build up their own understanding through various activities;
- to review what has been learnt, and so increase recollection;
- to provide feedback, celebrating success and reviewing learning strategies;
- to outline the next step in the learning before moving on.

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

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- 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.

3.5 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.

## 4 Effective teaching

4.1 When we are teaching we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. 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 Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our 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). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

**4.3** We regularly set targets for the children through the year, and we share these targets with children and their parents during consultation evenings. We regularly review the progress of each child and set revised targets.

**4.4** We plan our lessons with clear learning objectives. These objectives are usually derived from the National Curriculum or the national literacy or numeracy strategies. 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 and reflect upon lessons, so that we can modify and improve our future teaching.

**4.5** Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but 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, and we expect all children to comply with the 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 policy on behaviour.

**4.6** We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

**4.7** 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 management of classroom equipment, pupil records and work

**4.8** Our classrooms are attractive learning environments. We change displays regularly, so 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 of both fiction and non-fiction books, as well as displays relating to literacy and numeracy. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

**4.9** All our teachers reflect on their strengths and weaknesses, and plan their professional development 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's approach to 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 used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the annual headteacher's report to governors, and a review of the in-service training sessions attended by 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 literacy, numeracy and health education;
- by sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by sending parents regular reports 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, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

**6.2** We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home-school agreement.

## **7 Monitoring and review**

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every four years, or earlier if necessary.

As a Staff we agreed 9 of the most important features of an outstanding lesson are:

- 1 Learning takes place
- 2 High expectations of behaviour and work
- 3 Stimulating and safe learning environment
- 4 Assessment for learning - Lessons well planned for but flexible
- 5 Children motivated and engaged - involved in their own learning
- 6 Differentiation & successful use of other adults/helpers
- 7 Pupil Cooperation
- 8 Range of teaching styles / activities
- 9 Pupil enjoyment

**Teacher lesson observation schedule aligned with ECM outcomes.**

(From Ofsted 2005c)

Description	Characteristics of the lesson
<b>Outstanding (1)</b>	<ul style="list-style-type: none"> <li>•</li> <li>• Almost all learners make considerably better progress than might be expected, as a result of very good teaching.</li> <li>• Learners behave very well and are engrossed in their work.</li> <li>• The excellent relationships are most conducive to their personal development</li> <li>• The health and safety of learners are not endangered</li> <li>• Teaching is based on an expert knowledge of the curriculum and is stimulating and rigorous.</li> <li>• The work is sensitively matched to the needs of the individuals</li> <li>• High expectations ensure that all learners are challenged and stretched whatever standards they are working at.</li> <li>• Teaching methods are imaginatively selected to deliver objectives, no time is wasted and TAs and resources are well directed to support learning.</li> <li>• Assessment of learners' work successfully underpins the teaching and learners have a clear idea of how to improve.</li> </ul>
<b>Good (2)</b>	<ul style="list-style-type: none"> <li>• Most learners make good progress and show good attitudes to their work, as a result of the good effective teaching they receive</li> <li>• Behaviour overall is good and any unsatisfactory behaviour is managed effectively.</li> <li>• Learners are keen to get on with their work in a secure and friendly environment in which they can thrive.</li> <li>• The health and safety of the learners are not endangered.</li> <li>• Teaching is well informed, confident, engaging and precise. The teacher's good subject knowledge lends confidence to their teaching styles, which engage learners and encourage them to work well independently.</li> <li>• Those with additional learning needs have work that is well matched and tailored to their needs based on an accurate diagnosis of them.</li> <li>• Work is well matched to the full range of learners' needs so that most are suitably challenged.</li> <li>• The level of challenge stretches without inhibiting.</li> <li>• Assessment of work is regular and consistent and makes good contribution to their learning. Accurate assessment informs learners how to improve. Learners are guided to assess the work themselves.</li> <li>• TAs and resources are well deployed and directed to support learning.</li> <li>• Good relationships support parents/carers in helping learners to succeed.</li> </ul>

Description	Characteristics of the lesson
<p><b>Satisfactory (3)</b></p>	<ul style="list-style-type: none"> <li>•</li> <li>• Most learners make at least satisfactory progress and no major group fails to do so.</li> <li>• Behaviour is generally satisfactory and even where a minority is disruptive, this is not sufficient to cause the progress of most learners to be unsatisfactory.</li> <li>• The majority of learners are sufficiently motivated to continue working at an adequate pace throughout the lesson. The tone of the lesson provides a satisfactory basis for the learners' continued personal development.</li> <li>• The health and safety of the learners is not endangered.</li> <li>• Teaching is accurate based upon a secure knowledge of the curriculum.</li> <li>• The work is geared to the needs of most learners although some might do better if given extra or different tasks.</li> <li>• Methods are soundly matched to objectives but are not particularly imaginative or engaging.</li> <li>• Adequate use is made of TAs and resources but there are ways in which their deployment could be more effective.</li> <li>• Not much time is lost. Assessment is reasonably regular but could be more supportive.</li> </ul>
<p><b>Inadequate (4)</b></p>	<ul style="list-style-type: none"> <li>• Learners generally, or in particular groups, do not make adequate (less than satisfactory) progress because teaching is unsatisfactory.</li> <li>• Learners do not enjoy their work and have an unsatisfactory attitude.</li> <li>• Behaviour is often inappropriate and not adequately or effectively managed.</li> <li>• The tone of the lesson does not promote the development of learners' personal qualities.</li> <li>• The health and safety of the learners is endangered.</li> <li>• Teachers' knowledge of the curriculum and the course requirements are inadequate and the level of challenge often wrongly pitched. Low demands are placed on pupils.</li> <li>• Methods used do not engage and encourage learners sufficiently.</li> <li>• Not enough independent learning takes place or learners are excessively passive.</li> <li>• Assessment is not frequent or accurate enough to monitor learners' progress so teachers do not have enough understanding of learners' needs.</li> <li>• Learners do not know how to improve.</li> <li>• There is inadequate use of resources including TAs and time available.</li> <li>• TAs and parents/carers inadequately helped to support learners.</li> </ul>