

Ewelme C.E (VA) Primary School

Teaching and Learning Policy (Curriculum Policy)

Agreed:

Signed:

Chair of Governors

Signed:

Headteacher

Review Cycle	2 years	
Date of Review		New Policy Yes / No (delete)
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Learning Ethos

At Ewelme we aim to provide a personalised education which brings out the best in every child and enables them to develop a life-long love of learning. We believe that learning should be a rewarding and enjoyable experience for everyone.

We ensure that all learning occurs enthusiastically through a range of real and creative experiences, taking into account individual learning styles. We believe that motivation is promoted through a child-centred, active approach to learning, which celebrates the success and achievement of all. We work with the children in a safe environment, teaching them the skills required to build positive relationships with others. Children are taught how to collaborate and work as part of an effective team so that they grow into confident citizens valued for the contribution they make to society.

Values

Values education is the foundation which underpins our work in school. The values are evident in the way pupils relate to other children, adults, the curriculum, assessment and our celebration of achievement. They are directly taught through assembly, RE, PSHCE, circle time and in cross curricular themes.

Aims and Objectives

Through our teaching we aim to:

- Enable pupils to become confident, resourceful, enquiring and independent learners;
- Foster pupils' self-esteem and help them build positive relationships with other people;
- Develop pupils' self-respect and encourage them to respect the ideas, attitudes, values, feelings and achievements of others;
- Show respect for all cultures and, in so doing, promote positive attitudes towards other people;
- Enable pupils to understand their community and help them feel valued as part of this community.
- Help pupils grow into reliable, independent and positive citizens.
- Enable all children to reach their full potential.

Effective Learning

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

- Investigation and problem solving;
- Research and finding out;
- Child and adult initiated play
- Asking and answering questions;
- Use of ICT;
- Fieldwork, visits to places of educational interest and residential visits;
- Creative activities;

- Watching pre-recorded materials;
- Debates, role play and drama, public performances and oral presentations;
- Directed discovery learning
- Whole class, group, pair and independent work;

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. This is reflected in the 'Assessment for Learning' culture we are developing.

The Learning Environment

The learning environment reflects our ethos and values. We use a cross-curricular and child centred approach to learning and teaching. Teachers plan to ensure that all areas of the National Curriculum are covered and that there is continuity and progression throughout the school.

- Teachers focus on developing skills, knowledge and understanding through cross curricular approaches. They ensure that pupils see themselves as learners and understand the learning process.
- Clear learning objectives are given, or agreed, at the start of each lesson; children and adults identify the success criteria together. WALT and WILF are frequently used as standard language for this.
- A range of teaching styles are used, with pupils being given opportunities to work collaboratively with different people.
- Each class agrees their own ground rules at the start of the school year to ensure that everyone is safe, well behaved and able to maintain good working relationships within the class.

We are committed to using the school grounds and local area wherever possible to enable pupils to develop a range of learning styles and provide them with real life, hands on learning experiences.

Learning and the Curriculum

- Strategic Subject Leaders work with teams to ensure that all programmes of study from the National Curriculum and the new Primary Strategy are covered.
- Foundation Stage Leader ensures that all areas of learning from FS guidance are covered
- Teachers use a cross curricular/curriculum enrichment approach, making the learning meaningful and providing a range of concrete learning opportunities to motivate and inspire. E.g. trips, visits, experience days, dressing up, role play, visitors, model making, experimenting and discussion.
- Teachers work with children to identify their knowledge and skills before embarking on a new theme/topic.

Teaching

Planning

- Plans identify the Programmes of Study (PoS) [also FS Guidance] that are to be covered.
- Learning objectives will reflect the PoS/ FS guidance
- Differentiation for different abilities is recorded in planning and should be evident from the children's work.
- Teaching is based on teacher's knowledge of the children's level of attainment. We strive to ensure that all tasks set are appropriate to each pupil's level of ability.
- When planning work for children with special educational needs we give due regard to information and targets contained in the child's Individual Education Plan (IEP).
- We have high expectations of all our pupils.

Teaching and Learning styles

- Each of our teachers makes a special effort to establish good working relationships with all pupils in the class. We treat pupils with kindness and respect. We treat them fairly and give them equal opportunities to take part in class activities.
- Children work in pairs, small groups, whole class or individually
- Teachers use a range of strategies to include and involve pupils in the lesson
- Classrooms are calm, positive environments where children feel safe to make mistakes, discuss their concerns and support one another.
- We deploy Teaching Assistants and other adult helpers effectively. Sometimes they work with individual pupils and sometimes with small groups. This can be both within and outside the classroom environment.
- Children's work is purposeful, teachers and pupils have a clear understanding of what learning is taking place and what the outcome should look like. High expectations are maintained at all times.
- All staff follow the school policy with regard to discipline and behaviour.
- Each class sets its own ground rules for expected behaviour at the start of the school year. We expect all pupils to follow these rules which we jointly devise to promote the best learning opportunities for all.
- Pupils are praised and rewarded for their efforts in a variety of ways. (House points and award ceremonies)
- We expect good behaviour at all times and follow an agreed code of sanctions if behaviour is unacceptable.
- Multi sensory teaching methods are used to ensure all learning styles are catered for, including ICT

Assessment for Learning

- Everyone is clear about the learning objective. This is discussed and the success criteria identified at the start of the lesson and success is evaluated at the end. Success criteria may be generated by the teacher/ pupils or together.
- Everyone is involved in their own learning through interactive teaching
- Children are aware of what they have previously achieved, know, understood previously and can recognise how this is related to the next learning opportunity.
- Assessment and observation of children's work and activities informs the planning for the next lesson.
- Work is assessed alongside children where possible, in collaboration with children and by children.
- Marking follows an agreed policy and should reflect where the success criteria have been met, a moving on comment, and often a question or extension is provided for children to respond to either verbally or in writing.
- Marking is a useful tool that provides everyone with information about individual children and should be done with the child either during the lesson or immediately afterwards.
- Children are given time to respond to marking.

Recording and Reporting

- Pupils' level assessments are recorded on individual and cohort tracking grids at the end of the academic year, or on the FS Profile and EYFS guidance materials.
- Levels are discussed with parents at Parent Teacher Interviews which are held in October/November and April/May. Targets may also be shared at this point.
- APP and tracking sheets record progress in Reading, Writing, Speaking and Listening, Maths and Science. A separate record of RE attainment is maintained related to 'can do' statements and the Diocesan Agreed syllabus.
- Assessment books record evidence of pupil achievement in all other curricular areas
- Teacher's plans are annotated to show records of progress or areas of concern.
- We have an open door policy and parents are welcome to make appointments or talk informally to teachers at the end of the school day.
- Pupils with Special Educational Needs are given specific learning and/or behaviour SMART targets (on an IEP/IBP) which are discussed and reviewed at least three times a year alongside their parents.

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 in which we outline the topics pupils 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 they can improve further.

- Using reading and homework diaries.
- Updating information on our website and making use of the VLE.
- We suggest regular shared reading with children, and support for older pupils with their projects and with investigative work.
- Providing a parent's information area in the FS classroom.

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, and that lateness is also minimised
- Ensure that their child is properly equipped for school with the correct uniform and PE kit
- Inform school if there are matters outside 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 of the home/school agreement

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.