

Willoughby Primary
School

'Learning for Life'



Teaching for Learning Policy

Introduction

At Willoughby Primary School we believe in 'Learning for Life' 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.

Aims and objectives

We believe that we 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.

Through our teaching we aim to:

- Prepare children for the world in which they will become responsible adults;
- Encourage excellence, ensuring each reach for their potential;
- Help children to enjoy being a child and have fun whilst learning;
- Educate and equip our children, providing solid foundations to become confident, resourceful, enquiring and independent learners by giving them responsibility;
- Develop children's self-esteem and help them build positive relationships with others encouraging them to respect the ideas, attitudes, values and feelings of others;
- Enable children to understand their community and help them feel valued as part of this community;
- Promote their spiritual, cultural, moral, social, physical and mental development;
- Provide a broad and balanced curriculum

Effective learning

We acknowledge that we 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. We take into account different learning styles recognising that some children learn better through a visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective approach.

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

- investigation and problem solving;
- research and finding out, including use of ICT;
- group work; pair work; independent work; whole-class/whole Key stage work
- asking and answering questions;
- fieldwork and visits to places of educational interest (e.g. Conkers, PGL residential)
- watching clips online & responding to music;
- debates, role-plays and oral presentations;
- designing and making things (e.g. cooking, Easter bonnets)
- participation in athletic or physical activity.
- visitors (e.g. vicar, Safety zone, cycle safety)

We encourage children to take responsibility for their own learning and to reflect on their own progress and targets.

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the National Curriculum and some Hamilton Trust plans to help guide our teaching. These set out the details of what is to be taught to each year group.

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 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 Extra Support Plans. We have high expectations of all children, and we believe that their work here at Willoughby School is of the highest possible standard.

We set targets for the children each year. We review the progress of each child at the end of the year and set revised targets.

We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum. Our lesson plans outline what teachers consider essential for a lesson and we have agreed that there should not be a requirement to present or retain a detailed plan for every lesson. We strongly believe in high quality teaching rather than unnecessarily detailed lesson plans. However we recognise the need to have available lesson plans for any lessons being monitored or where other visitors are observing lessons. We evaluate lessons so that we can modify and improve our teaching in the future.

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

Teaching for Learning Policy

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 have set and agreed with children the School's Golden Rules. 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.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. A general form is signed when they begin school for activities within the village.

We deploy teaching 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 preparation and storage of classroom equipment.

We seek to make our classrooms attractive learning environments. We change displays at regular intervals, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books. 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.

Staff reflect on their strengths and areas for development and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice. All that we do in school is conducted in an atmosphere of trust and respect for all.

The role of governors

Our governors determine, support, monitor and review 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. These include reports from visiting governors and the head teacher's termly report to governors as well as a review of the in-service training sessions attended by our staff.

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:

- holding parents' evenings
- sending information to parents in which we outline topics that the children will be studying;
- sending annual reports to parents in which we explain the progress made by each child and indicate how their child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with young children, and support for older children with their ongoing tasks, which support work that is being done in 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 the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school(e.g. sensible bed times, breakfast before 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;

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. We will next review our policy in January 2024.

Reviewed & Revised 16/1/13

Reviewed & Revised 15/9/15

Reviewed & Revised 24/1/18

Reviewed & Revised 13/1/21