



## **Downsway Primary School Teaching & Learning Policy**

### **INTRODUCTION**

Through our teaching we equip children with skills, knowledge and understanding necessary to be able to make informed choices. We recognise that children learn in different ways and there is a need to have a range of learning opportunities to take this into consideration. We believe that appropriate teaching and learning experiences will prepare children for the next stage of their education and ultimately produce happy, confident, enquiring young people who will make a positive contribution to society.

### **AIMS**

- To ensure that all children receive equal regard and equal access to the curriculum.
- To provide a relevant, balanced and broadly based education.
- To encourage children to become confident, independent, knowledgeable and self-disciplined learners.
- To teach children to co-operate and build positive relationships with others.

### **TEACHING & LEARNING**

We will follow the curriculum guidance for the Foundation Stage in order to meet the Early Learning Goals. The requirements of the National Curriculum, for Key Stage 1 and Key Stage 2, will be met through both integrated or themed approach and subject specific approaches as outlined in the schemes of work. Cornerstones is used to support the delivery of a broad and balanced curriculum within the foundation subjects (*Music, Design Technology, Art, Physical Education, Religious Education, History, Geography, Computing and Modern Foreign Language for Key Stage 2*) which helps to deliver an engaging programme of learning, rich in knowledge and skills.

A range of schemes are used to teach the English and Maths requirements within the National Curriculum. We base our teaching on the level of attainment and the age group of the children. Support & Achieve Plans (SAPs) are taken into consideration when planning for children with Special Educational Needs. We follow Health and Safety guidelines when using equipment in school. When we plan to take children off the school site we first inform parents/carers and obtain the necessary permission. All teachers reflect on their work and plan their professional development needs accordingly.

We set academic targets for all children in the Autumn Term and assess children termly in the core subjects. Subsequently there are termly 'Pupil Progress Meetings' between the Headteacher and each class teacher to discuss levels of attainment, progress and next steps.

Teaching Assistants (TAs) are a valuable and valued resource and are deployed by the class teacher to support children in the classroom. TAs can take responsibility for small groups of children under the guidance of the class teacher.

We establish and maintain good working relationships with all children. We strive to treat children fairly and give everyone an equal opportunity to participate. We expect certain standards of discipline to be maintained and children to behave in an appropriate way in the classroom. Our reward system and use of sanctions are outlined in the Behaviour Policy.

The classroom environment is an important part of teaching and learning. Classroom displays are changed at least termly. Classrooms will be tidy and children will be able to access materials independently.



We encourage children to be responsible for their learning, building on their own skills and sharing knowledge and understanding. We recognise the need to cater for the children's different styles of learning and as a result we provide opportunities for children to learn in different ways. These may include:

- Investigation and problem solving
- Research
- Group or/and paired work, as well as working independently
- Questioning; both open-ended and closed questions
- Computer/iPad based learning
- Fieldwork and visits
- Watching educational television, DVDs or online clips
- Listening to music
- Debating, role-play and oral presentations
- Designing and making
- Participation in physical activities
- Homework

### **THE ROLE OF PARENTS/CARERS**

We believe that parents/carers have a fundamental role in helping children learn. We inform parents/carers about what and how their children are learning by:

- Holding parents' evenings
- Adding curriculum overviews for each term, for each year group to each class page on the school website
- Sending annual reports to parents
- Explaining how parents can help their child with homework
- Hosting information evenings/workshops linked to curriculum areas

We believe that parents/carers have a responsibility to support their child/ren and the school in implementing our policies. We expect parents/carers to:

- Ensure their child attends school regularly
- Ensure their child has the correct uniform and PE kit
- Inform the school of any difficulties at home which may affect a child's performance or behaviour in school
- Promote a positive attitude towards school and learning

### **THE ROLE OF THE GOVERNORS**

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 and learning in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupils' attainment
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of school teaching and learning policies through the school self-review process and through classroom observations carried out by staff.

Date approved by the Governing Board:

**December 2018**

Date of next review:

**December 2021**