

Thurlaston CE (Aided) Primary School



Teaching and Learning Policy

January 2011

Signed

Thurlaston CE (Aided) Primary School Learning and Teaching Policy

School Aims and mission:

We are committed to:

- Teaching and living the Christian way of life
- Providing quality education for every child
- Developing respect and consideration for all members of the community

Rationale:

At Thurlaston, we believe that, within the school's distinctive Christian character, learning and teaching should be founded on the set of beliefs and values located within the four quadrants below, and that the practice of these by all teachers and teaching assistants will result in the meeting of our school aims with regard to learning and teaching. Those sections entitled 'What we do' are not finite in terms of their examples, but representative of the range of strategies that we employ.

Develop a positive climate for learning

What do we do?

Establish a learning environment in which pupils feel safe, secure, valued and able to take risks as developing learners, reflecting the school's distinctive Christian ethos. This will be one in which:

- Pupils feel welcome and at ease

How we do this: Greet pupils kindly; talk with them about their interests and their concerns so that we know them as individuals; discuss with them their learning needs and how we can work together to meet these; discuss the pupils with their parents to help us better understand pupils' personalities and needs and thus better suit our provision to what they require; set, with the pupils, boundaries and expectations so that they know how the class generally, and they as members of this, are expected to act in the interests of them and others.

Develop positive learning experiences

What do we do?

Create a classroom environment focused on learning so that each child is able to have his or her needs met and, accordingly, make the progress and secure the achievements of which they are capable. This will be one in which we:

- Accommodate pupils' learning styles

How we do this: Take account of the range of learning styles that pupils will favour within our classes, and create learning opportunities that enable individuals to develop understanding through different approaches e.g. visual representation; talk to pupils about and observe, through interaction how, they learn best; plan for visual, auditory and kinaesthetic approaches.

- There is a calm, purposeful atmosphere

How we do this: Plan carefully so that pupils are able to learn at an appropriate pace to meet suitable expectations; ensure that pupils are aware of what they are expected to do; interact with pupils in a calm, encouraging manner;

- The learning environment is physically comfortable

How we do this: Consider how best the furniture in our rooms can be arranged to meet the learning focus and needs of our pupils;

- The climate is positive

How we do this: notice the good and praise this, especially for pupils who find achieving academically a challenge, or for whom adherence to routines and structures is similarly challenging; highlight and celebrate effort made over attainment; show awareness of individuals' needs in our expectations of them; help pupils experiencing difficulties and interact with them in a kind, supportive manner, without being patronising.

- The climate is inspiring

How we do this: Share our high aspirations for pupils as individuals and a strong 'can do' belief in them; highlight pupil successes and the small steps that can easily result in further progress; plan pupil learning experiences which have relevance to their age and experience; use motivational resources including ICT; build on what pupils know and can already do; allow pupils some independence in developing their learning further;

Use effective teaching methods

What do we do?

Select the most appropriate teaching methods from a wide repertoire on which we consistently build, review and develop through staff training and other professional development opportunities, including reading. Effective teaching includes:

- Using a variety of teaching methods

How we do this: Consider carefully the outcomes to be achieved and the curriculum vehicle for this, and select methods which best suit these; including modelling thinking processes, questioning, explaining, demonstrating.

- Using appropriate pupil groupings

How we do this: Match the learning task and resources used to the most appropriate use of pupil groupings: mixed ability, ability, pairs.

Organise learning experiences for maximum effectiveness

What do we do?

Organise both human and physical resources efficiently and effectively to achieve an appropriate balance between developing independence and providing class, group and individual support.

- Ensure learning support is deployed efficiently and effectively to meet individual needs.

How we do this: Teaching assistants meet with teachers for discussions based upon IEPs and other data to inform how best pupils' needs can be met and progress made based on clear evidence; in our lesson planning make the most efficient use of TA time; provide regular professional development opportunities for TAs.