

CAMBRIDGE PRIMARY EDUCATION TRUST

Teaching and Learning Policy

2017/18



1 Introduction

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 as well as challenging and engaging. 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 schools we provide rich and varied learning environments that allows all children the equal opportunity to develop their skills and abilities to their full potential. Our aim is to provide each child with a challenging, rewarding and enjoyable school experience.

2.2 Through our teaching we aim to:

- enable children to become confident, resourceful, resilient, 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 different groups of people and, in so doing, to promote positive attitudes towards other people;
- cover all issues of equality particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding;
- ensure activities across the curriculum promote pupils' spiritual, moral, social and cultural development;
- identify and support the needs of specific groups of children, such as children with EAL or SEND;
- enable children to understand their own cultural background and the communities to which they belong, and help them feel valued as part of them;
- help children grow into reliable, independent and positive citizens.

3 Effective learning

3.1 We ensure the best possible environment for learning by developing and encouraging a positive atmosphere. We aim to ensure pupils feel safe and included. We want children to enjoy being challenged, to enjoy learning, and to know they can succeed.

3.2 Concerning the structure of a lesson we endeavour:

- to connect the learning with previous work;
- to give learners the 'big picture' of the whole lesson;
- to explain, where appropriate, the learning objectives, and why the lesson is important;
- to identify steps to success to achieve the learning objective where appropriate;
- to model the learning using a range of styles;
- to provide opportunities for the pupils to build up their own understanding through various tasks;
- to review what has been learnt, and promote recollection and reflection;

- to provide feedback, celebrating success and reviewing learning strategies;
- to outline the next step in the learning before moving on.

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

- investigation and problem-solving;
- research and discovery;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT, including using the internet safely;
- application of knowledge and skills;
- fieldwork and visits to places of educational interest;
- creative activities;
- using media related material;
- discussions, debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

3.6 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, to reflect on how they learn, to know what helps them learn, and what makes it difficult for them to learn. Children are encouraged to identify and develop their own 'next steps' in their learning.

4 Effective teaching

4.1 When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding. This enables our children to reach the highest level of personal achievement. We use the school curriculum overview to inform our teaching and learning.

4.2 Teachers make ongoing assessments of each child's progress and they use this to inform lesson planning. As well as providing a safe and caring learning environment, 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 and their potential to achieve. When planning work for children with particular needs, we give due regard to information and targets contained in the children's Action Plans or personal targets.

4.3 We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion. We aim to meet the needs of each individual child.

4.4 We plan our lessons with clear learning objectives. We usually take these objectives from the National Curriculum. Our planning contains information about the tasks to be set, the resources needed, and identifies the steps to success. We continually assess and evaluate lessons, so that we can modify and improve our future teaching to increase children's achievement.

4.5 All staff make a special effort to establish good working relationships with all the children in the school and present themselves as positive role models. We treat the children with kindness and respect. We recognise that they are all individuals with different needs; we treat them fairly,

and give them equal opportunities to take part in class activities. All our staff follow the school policy with regard to safeguarding, behaviour and classroom management.

We set and agree with children a class code of conduct/class rules, and we expect all children to comply with this 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.

4.6 We try to ensure that all tasks and activities that the children perform are safe. When appropriate, a risk assessment is carried out and safeguarding procedures followed.

4.7 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 class preparation and administration.

4.8 Our classrooms are attractive learning environments. We change displays regularly, so that the classroom reflects the learning of the children. We ensure that all children have the opportunity to display their work at some time during the year. We also use displays as learning prompts/ working walls for the children. We believe that a stimulating environment sets the climate for learning. All classrooms have a range of resources which children are encouraged to use independently.

4.9 Teachers reflect on their own strengths and weaknesses via performance management as well as lesson observations, subject leader/ SLT monitoring, drop-in lesson observations, work scrutiny and peer support. CPD supports all teachers in developing their skills. Whole school training and individual training are strategies that we use to help teachers to continually improve their practice.

4.10 We conduct all our teaching in an atmosphere of trust and respect for all.

5 The role of parents/carers

5.1 We believe that parents/carers have a fundamental role to play in helping children to learn. We do all we can to inform parents/carers about what and how their children are learning:

- by holding parents' evenings to explain our school's approaches within the curriculum;
- by sending information to parents, at the start of each term, which outlines the learning the children will be studying during that term at school;
- by offering termly parents' consultations;
- by sending parents annual 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 at home, for example through regular shared reading with their child;
- by informing them about the curriculum and other activities via our website.

5.2 We believe that parents/carers have the responsibility to support their children and the school in implementing school policies. We therefore expect parents/carers:

- 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.

6 The role of the School Advisory Board (SAB)

6.1 Our SAB support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by providing adequate resources;
- ensure that the school buildings and premises are used optimally and safely to support teaching and learning;
- 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 and the termly Headteacher's report to SAB.

7 Monitoring and review

7.1 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 annually.

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