

Teaching & Learning Policy

Date:

Spring 2011

Review Date:

Spring 2014

Ethos statement:

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

On the basis that we are a church school, we accept that each child is an individual created by God and seek to provide each child with an environment of security, acceptance and reassurance, so that each one may develop their potential. We seek to create a happy atmosphere where Christian values are upheld.'

Charlton Mackrell Church of England Primary School vision -

- Our goal is to develop the physical, emotional, mental and spiritual well-being of each child in surroundings where Christian values prevail.
- We are committed to raising standards of teaching and learning.
- We aim to develop a strong sense of family, trust and friendship, whilst encouraging respect and responsibility for self, others and the environment.
- We strive to provide interesting and exciting opportunities which inspire all to achieve their full potential.
- Our intent is to stimulate a fun-loving, imaginative, adventurous attitude, with the ability to gain wisdom from failures and to celebrate successes.

Aims

We believe that we promote good behaviour by creating a happy caring school environment where pupils, parents and school personnel feel valued and respected and where any form of anti-social behaviour is not accepted.

- To enable everyone in the school community to feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote positive behaviour for learning because we are committed to 'Every Child Matters' and its philosophy.

Procedure

This document is a statement of the aims, principles and strategies for teaching and learning at Charlton Mackrell School. It is the method through which we

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offer a curriculum which is broad and balanced and its implementation is the responsibility of all the members of the school community.

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| Role of the Governing Body | <ul style="list-style-type: none"> • The GB has: <ul style="list-style-type: none"> ▪ Work in partnership with staff, pupils and parents to set up and support the aims and objectives of the school ▪ Support initiatives for pupils and parents ▪ Be accessible to parents and staff ▪ Take responsibility for own training and development ▪ Carry out monitoring of the implementation of this policy ▪ Support staff, where appropriate |
| Role of the Headteacher | <p>The Headteacher will:</p> <ul style="list-style-type: none"> • monitor and evaluate this policy • work with all school personnel to create and maintain a working environment that is happy, caring and stimulating and where pupils can realise their full potential; |
| Role of Teachers | <p>Teaching and Learning</p> <p>We believe that children learn best when they:</p> <ul style="list-style-type: none"> • are interested and motivated • achieve success and gain approval • are clear about expectations in their work and behaviour • are given appropriate tasks • are actively involved in the learning process • feel valued, secure and confident • are challenged and stimulated • receive feedback about their performance <p>The Learning Environment</p> <p>should be organised to ensure that children have the opportunity to:</p> <ul style="list-style-type: none"> • Work individually, in groups and as a class • Make decisions • Work co-operatively • Solve problems • Be creative • Discuss ideas • Develop social skills • Develop independence and use initiative (Follow -'Try Three before Me') • Receive support • Contribute to school life <p>Learning takes place in an environment that:</p> <ul style="list-style-type: none"> • Is welcoming, happy and caring • Is challenging and stimulating • Celebrates success and supports children to realise their full potential |

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| | <ul style="list-style-type: none"> • Encourages mutual respect • Is well organised, safe, tidy with well presented displays • Has resources that are attractive, labelled and accessible to encourage independence and responsibility • Has an agreed code of behaviour 'owned' by the children <p>Teachers will...</p> <ul style="list-style-type: none"> • Ensure there are clear objectives and success criteria which the children understand • Provide feedback which informs the next steps in their learning • Give pupils opportunities to reflect on their learning through target setting • Plan lessons which have pace and structure • Provide a working environment where expectations are high • Provide appropriate resources and support materials • Continue to widen their subject knowledge and developments in education • Use a range of teaching styles, differentiation and groupings to enable all pupils to learn effectively • Keep effective assessments and accurate records which inform planning • Communicate with parents and keep them informed of children's progress |
| Role of Subject Leaders | <ul style="list-style-type: none"> • Take the lead in policy development and production of schemes of work designed to ensure progression and continuity in their subject throughout the school • Monitor progress in their subject • Devise and implement an action plan, where appropriate • Ensure own continued professional development through reading and courses • Support colleagues with advice, planning, and developments in their subject |
| Role of Pupils | <p>All children have the right to equal opportunities. We aim to ensure that all children at Charlton Mackrell Church of England Primary School have the opportunity to progress regardless of gender, race, class, physical or intellectual ability. Expectations do not limit pupils' achievements and the assessments do not involve cultural, social, linguistic or gender bias.</p> <p>We recognise that children have different levels of experience and language and we aim to provide them with support, appropriate experiences and means of expression. Pupils will be encouraged to...</p> <ul style="list-style-type: none"> • Adhere to their own class and school rules • Respect other children, be considerate and thoughtful • Respect the school environment and equipment • Be punctual and organised with appropriate kit • Be respectful to all staff and visitors |

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| | <ul style="list-style-type: none"> • Be positive and eager to make use of all opportunities • Have pride in their work, their class and Charlton Mackrell School • Take responsibility for their learning |
| Role of Parent | <ul style="list-style-type: none"> • Ensure their children attend regularly and punctually • Support the ethos of the school and the class rules • Share responsibility for their children's learning, be realistic and offer encouragement and praise • Attend parent's evenings and curriculum information meetings • Support the children's homework • Encourage independence in their children • Communicate with staff any concerns about their children • Respect members of the school community |
| Celebrating Success | <p>Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life, by:</p> <ul style="list-style-type: none"> • Verbal or written praise by teachers, peers, head and parents • Displays of work • Opportunities to perform or share • Weekly Celebration Praise (Fridays) • Awarding, star points, certificates, Headteacher awards, commendations • Sharing success with the community - eg Tidings, Community News, local newspapers, school website |
| Monitoring the Effectiveness of the Policy | <ul style="list-style-type: none"> • The effectiveness of this policy will be reviewed by the Headteacher when the need arises, and the necessary recommendations for improvement will be made to the governors |
| Appendices | <ul style="list-style-type: none"> ▪ staff responsibilities ▪ celebrating achievement |

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| Headteacher: | | Date: | March 2011 |
| Chair of Governing Body: | | Date: | March 2011 |

As we are a small primary school, our practice is to work as a team to focus on specific curriculum areas, especially when it is time to review foundation subjects. We, therefore, work together to audit teaching and learning, track children's progress and review policies and schemes of work in these areas.

Subject Leaders:

English – G Kempton

Maths – J Bosworth, M Phipps

Science – M Phipps

ICT – B Reade

RE and Collective Worship – G Kempton

Art/DT – C Goldsmid

PE – J Bosworth

Music – J Bosworth

PSHE (personal, social and health education) – G Kempton

Humanities – Geography + History – M Phipps

Modern Foreign Languages – G Kempton

Assessment – M Phipps

Gifted and Talented – G Kempton

SENCO (special education need co-ordinator) – G Kempton + M Phipps

Organisation

As a primary school, the expectation is that all the teachers teach the full range of curriculum subjects. However, some subjects are taught by a different class teacher as follows -

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| J1 and J2 PE | Jeremy Bosworth |
| J1 and J2 Art | Gilly Kempton/Cath Goldsmid |
| J1 and J2 ICT | Marilyn Phipps |
| Red Class Music | Barbara Reade/Marilyn Phipps |
| Swimming | Jeremy Bosworth/Gilly Kempton/L Skirton, P Tomms |
| J1 and J2 French (fortnightly) | Huish Academy AST (Advanced Skills Teacher) Modern Foreign Language Teacher on outreach work |
| Red Class French | Claudine Harper |
| Singing + Orchestra | Jeremy Bosworth |
| J1 PSHE | Cath Goldsmid |
| Individual music lessons | peripatetic music teachers |

GUIDANCE FOR TEACHERS

Planning-

- Curriculum plan - rolling programme to deliver the full coverage of a balanced curriculum, cross-curricular wherever possible, and to modify and update this as required by changing circumstances, such as class restructuring.
- Development of long-term planning – half termly overviews
- On-going development of Schemes of Work
- Medium term planning – teachers draw up their own weekly/daily plans, where appropriate
- Staff meetings to discuss curriculum developments and initiatives
- Monitoring of progress by subject leaders and headteacher
- Links with secondary school

Feedback and marking, assessment and record keeping-

- Ensure continuity by using methods of marking set out in the marking policy
- Regular assessments of day-to-day achievements based on lessons objectives and success criteria
- Termly numeracy assessment tests
- Termly levelled writing assessments
- APP
- Frome Writing
- Reading records –individual, group reading and reading level assessments
- SATs
- Optional SATs
- Foundation Stage – observations, evidence, profile records