



**FLASH LEY COMMUNITY PRIMARY SCHOOL**

**& NURSERY**

**TEACHING & LEARNING POLICY**

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## **Introduction**

Flash Ley Community Primary School is an inclusive lifelong learning community, committed to developing responsible citizens who are fully prepared to play a positive role in our ever changing global society. Our aim is to ensure that all pupils are both empowered and inspired to realise their true potential as individuals, regardless of their ethnicity, religion, gender, socio-economic and cultural background or disability. We want to inspire our children to continue a life of learning through promoting learning skills within the curriculum. We are passionate about promoting British values and our own Flash Ley values (self-belief, aiming high, perseverance, collaborating, revising, imitation, ability to become unstuck, managing distractions) through our teaching and learning and throughout the environment across our school.

At Flash Ley, learning is at the heart of everything that we do and we strive to secure outstanding standards in achievement and attainment. As such, every child has the entitlement to teaching and learning of the highest quality.

At Flash Ley Primary School we believe that outstanding teaching means outstanding learning and that is what we should be striving for in every lesson. Our teaching and learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.



## **Rationale**

Our teaching and learning policy is at the heart of all we are doing at Flash Ley, where everyone should 'Believe to Achieve'. It sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunity for all pupils.

## **Aims and Objectives**

We believe that people 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:

- ▯ Work in partnership with parents and carers to provide a safe, stimulating healthy and happy learning environment in which children will be educated to become self-confident life-long learners and excellent communicators.
- ▯ Promote the highest standards of innovative teaching and learning to enable all children to achieve their potential and become independent, self-motivated learners.
- ▯ Develop problem solving, social and transferable skills to meet the needs of an ever changing technological world.
- ▯ Strengthen links with the local and wider community, showing tolerance and acceptance of each other's' differences whilst learning to be responsible for their own actions.
- ▯ Develop respect, understanding and a caring attitude towards other people through celebrating success and achievement.

## **Effective Learning**

When presenting our lessons we take into account that people learn in many different ways ensuring that lessons support the needs of our children.

### **Effective learning results in: -**

1. Children being able to know they have succeeded.
2. Being able to recognise what they have learnt.
3. Being able to transfer the skills to new situations.
4. Taking a leading role in their learning.
5. High self-esteem and confidence.

Children at Flash Ley are encouraged to take responsibility for the own learning, to review the way they learn, and to reflect on how they learn.

## **Effective Teaching**

Effective learning comes from effective teaching. Teachers plan lessons that motivate the children and build on their current skills, knowledge and understanding of the curriculum. We use the school curriculum maps to guide our teaching. These set out the aims, objectives and values of the school and detail what is to be taught to each year group.

An effective lesson includes: -

- A clear learning challenge shared with and understood by the children.
- A clear link to previous and future learning.
- A clear outcome to be achieved at the end of the lesson.
- A review of the learning at the end of the lesson.
- A purposeful well prepared plan.
- Appropriate challenge for all children.
- Teacher modelling.
- Good questioning.
- Interaction between teacher and pupils and pupil and pupil.
- Pace.
- Appropriate and readily resourced.
- Enthusiastic delivery.
- Fun.
- Involvement of all the children.

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. Through Assessment for Learning (AfL) we can review our children's progress and set achievable targets for them. We ensure that all tasks and activities that the children take part in are safe and risk assessments are undertaken. All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We support all of our staff in developing their skills, so that they can continually improve their practice and support our children to be effective learners.



## **BLP- Building Learning Powers**

At Flash Ley we have Superheroes which demonstrate an essential skill they will need for learning and in life. These skills are embedded into daily life within the classroom through displays, conversations, lessons and in their marking. Children can talk about how these skills help them with their learning and by using them results in a higher level of independence.

### **The Learning Environment**

All areas and resources of the school, including those within the classrooms should be clearly labelled. Children should be made aware of these resource areas at the beginning of each year. The learning environment should be organised to ensure that the children have the opportunity to learn in different ways.

These include: -

- Investigation and problem solving.
- Research and finding out - including the use of the school library.
- Group work.
- Pair work.
- Independent work.
- Whole-class work.
- Asking and answering questions.
- Use of the computer.
- Fieldwork and visits to places of educational interest.
- Creative activities.
- Watching television and responding to musical or tape-recording material and the use of the interactive whiteboard.
- Debates, role-plays and oral presentations.
- Designing and making things.
- Participation in athletic or physical activity.

Learning takes place in an environment which is;

- Challenging and stimulating.
- Peaceful and calm.
- Happy and organised.
- Well-resourced and clearly labelled.
- Makes learning accessible.
- Encouraging and appreciative.
- Welcoming.
- Provides equal opportunities.
- Provides a working atmosphere.

Our classrooms are attractive learning environments include stimulating displays relating to English and Maths and reflecting the topics studied by the children. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We

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ensure that all children have the opportunity to display their best work at some time during the year. We believe that a stimulating environment sets the climate for learning and that an exciting classroom promotes independent use of resources and high-quality work by the children. Each classroom has well-ordered clearly labelled resources.

### **Routines and Rules:**

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be;

- Agreed by the children and clearly understood.
- Fair and consistent throughout the school.
- Realistic and positive.
- Kept to a minimum but enforced.

The rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the Behaviour Policy.

### **Achievement:**

- Verbal or written praise by teachers, peers, Headteacher and parents.
- Displays of work.
- Opportunities to perform or share.
- The awarding of house points.
- Well done and praise certificates/stickers/post card home.
- Headteacher's award.

## **The Role of the 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.
- 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.
- Join phase/subject leaders for learning walks which are scheduled on the schools monitoring calendar.
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from Subject Leaders and the regular Headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

## **The Role of the 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 to explain our school strategies for teaching English, Maths and the whole school curriculum.
- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school.
- Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- Parental workshops for parents to see strategies and skills used by teachers which they can then support their child at home.

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.
- Inform the 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.
- Fulfil the requirements set out in the home/school agreement.

## **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, change to the physical environment of the school. We will review our policy annually.

