

Cotherstone Primary School



Teaching and Learning Policy

Reviewed Date: February 2021

Reviewed: Every two years (Due 2023)

Take pride in our achievements. Aim high.
Know our strengths and develop our interests.
Be passionate about learning.

School Aims and Implementation

	Starting points – security and support	Wellbeing	Personal development	Values	Environment	Knowledge	Curriculum	Respect	Global - Looking outwards
INTENT	Recognise prior learning and build on it with memorable learning experiences, targeted support where necessary	Caring, confident, curious, Happy, proactive learners	Interpersonal skills, resilience, full development of potential for everyone	Equality and opportunity for all, and respect of diversity and inclusivity, team work	Caring and nurturing - a family school- with a focus on developing a thirst for learning	Creative critical thinkers, local links Underpinned by strong basic skills	Striving for excellence and inspiration	For local history, traditions and heritage, community involvement	Confident global citizens

We give children the opportunity to develop their full potential; academically, emotionally and socially by

- providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- promoting an ethos of security, care, mutual respect and support, where effort is valued and success celebrated.
- promoting pride in the community, local heritage, and British values whilst looking outwards
- enabling children to become active, responsible and caring members of the school and wider community.

Impact

- We develop the whole child both academically and socially.
- Children are helped to become confident, enthusiastic learners engaging in exciting, collaborative, independent activities.
- They develop a responsibility for making choices and decisions that stimulate their curiosity to explore and enjoy acquiring new skills and knowledge.
- By knowing our pupils well, children of all abilities are helped to achieve to the very best of their potential in all aspects of the curriculum.
- From a range of starting points we aim for children's attainment to be good or better than age related expectations.
- Children will make at least good progress.
- Children will leave us with a love of learning ready to embark upon their next stage of learning.

Learning and Teaching Policy Introduction

- a) We work towards the aims of the School providing high quality learning experiences, building upon previous learning and meeting all the criteria of the National Curriculum; learning and teaching should not just be seen as an isolated activity that happens in a classroom and our ethos of care, support and encouraging curiosity in the world pervades everything we do.
- b) We believe that:
- Learning should be a rewarding and enjoyable experience for everyone; learning should be fun and enable children to make expected or accelerated progress.
 - Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future.
 - Opportunities to build cultural capital, to develop pride in our local heritage and to make links nationally and internationally, are integral to the learning experience.
 - High expectations of learning behaviours are evident through explicit teacher modelling.

Aims

a) General

- To ensure all staff, children, parents/carers and Governors are aware of the aims for Learning and Teaching and that these are consistently applied in order to:
- promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- promote high quality teaching and learning across the school;
- raise standards by ensuring consistency and continuity of teaching and learning;
- ensure all children are included, motivated and engaged by their learning;
- promote high quality learning experiences that focus on the development of skills, knowledge and understanding and build on previous learning;
- promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.

b) School Staff

To support the aims of the School through:

- providing a secure, stimulating environment where all children are supported in responding to the challenges involved in developing their full potential;
- providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
- addressing issues of entitlement to ensure equality of opportunity for all children;
- recognising, rewarding and valuing efforts made by the children in and out of school;
- promoting a positive self-image enabling children to develop a sense of responsibility for themselves and others;
- enabling the skills which encourage children to become confident, independent learners.

c) Children

To support the aims of the School through:

- attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- persevering with their learning and knowing that when they find it difficult they can ask for help;
- taking pride in their work, always trying their best and aiming to get better all the time.

d) Parents and Carers

To support the aims of the School through:

- attending and contribute to Teacher Consultation Meetings;
- supporting their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables (please refer to Homework Policy);
- praising their children for the efforts that they make;
- communicating and working with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

Governors

To support the aims of the School through:

- appointing designated link governor who will:
- meeting with the Head Teacher and Deputy Head Teacher at least once a year to find out about matters relating to the Teaching and Learning Policy
- visiting school and talking to children about their learning experiences;
- promoting and support the positive involvement of parents within the school;
- attending training and other related events;
- reporting to the governing body with recommendations, if appropriate, annually;
- working with Senior Leaders to review the School's Learning and Teaching Policy annually.

Implementation of the Learning and Teaching Policy

Quality First Teaching

In order to facilitate QFT we need

- positive relationships with the children in their class and other members of the school community;
- lessons planned effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the
- high expectations of learning and social behaviours;
- effective direction and support including effective questioning so that the children make good progress ;
- adults with secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- a range of teaching styles matched to children's needs;
- focused communication with parents/carers to support the children's learning;
- safe, secure and inspiring classroom and learning environments;
- effective assessment and monitoring of progress extending children's learning both within individual lessons and over time;
- effective use of resources, including technology and online learning;
- development of reading skills across the curriculum
- modelling of exemplary behaviour with respect and consideration for all by adults

Curriculum Planning

Our planning is based on the following requirements:

- the new Primary National Curriculum 2014;
- the Early Years Foundation Stage Framework ;
- the Durham Agreed Syllabus for Religious Education;
- various Schemes of Work for Physical Education;
- the ITASS Scheme of Work for Computing;
- the Primary National Curriculum 2014 for French;
- the Primary National Curriculum for Art;
- and most importantly
- the needs of the children we are teaching.

Details of the intent, implementation and impact of the individual subjects are laid out in the subject coordinators' plans.

Monitoring and Review

The Head teacher and Deputy Head Teacher will monitor the effectiveness of this policy throughout the academic year. The Head teacher and assigned Link Governor will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.