

# Brownsover Community School



## Teaching and Learning Policy

<b>Policy Number</b>	O18 - Organisational
<b>Prepared By</b>	E. Basnett
<b>Acknowledgement(s)</b>	SLT
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## Document Information

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### Document history

Version no.	Date	Change
1.1	Dec 17	NC references updated
1.2	Mar 21	Update of 4.1 to clarify NC

### Approvals

Role	Name	Signature / Approval	Date
Headteacher	E.Basnett	yes	Mar 21
Governors - Full Governing Body			
Governors - Performance & Standards Committee	M.Sewell	yes	Mar 21
Governors - Chair of Governors			
Governor			

### Reviewers

Role	Name
Headteacher	Elisa Basnett
SLT	Yes
Governors	

### Distribution for Information

Role	Name

## **1. Introduction**

At Brownsover Community School, 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; in short, it should be fun. 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 through creativity, help children to lead happy and rewarding lives.

## **2. Aims**

2.1 We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

2.2 Through our teaching we aim to:

- enable children to become confident, 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 in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens.

## **3. Effective Learning**

3.1 We know that people learn in many different ways and respond best to different types of input (visual, auditory and kinaesthetic). We endeavour to deliver teaching in different ways to address the needs of all our children.

3.2 We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong as well as enjoying the challenge of learning and succeeding.

3.3 Through our practice we endeavour to:

- connect the learning with previous work;
- give learners the 'big picture' of the whole lesson;
- explain the learning objectives and why the lesson is important;
- present the information in a range of styles;

- allow opportunities for the pupils to build up their own understanding through various activities;
- review what has been learnt and so increase recollection;
- provide feedback, celebrating success and reviewing learning strategies;
- outline the next step in the learning before moving on.

3.4 We offer opportunities for children to learn in different ways, these include:

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

3.5 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them learn and how to overcome difficulties.

3.6 Our classrooms are attractive learning environments. We use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

#### 4. Effective Teaching

4.1 When we are teaching we focus on motivating all the children and building on their skills, knowledge and understanding (of the curriculum), so that they reach the highest level of personal achievement. With the National Curriculum as our starting point, we use our planning to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.

4.2 Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our aim is to develop further the knowledge and skills of all our children, whilst fostering their independence and a desire to learn. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special

education needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children and to ensure that we meet all statutory requirements related to matters of inclusion.

- 4.3 We set targets for the children in each year and we share these with the children and their parents. We review the progress of each child regularly and set revised targets.
- 4.4 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum. Our plans contain information about the tasks to be set, the resources needed and has space for the assessment of the task and children's work. We evaluate lessons, so that we can reflect on our future teaching.
- 4.5 We establish good working relationships with all our children. All of our teachers follow the school policy with regard to discipline and classroom management, which promotes high expectations, self confidence, self esteem and positive attitudes.
- 4.6 We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety; the venue is visited, risk assessments are completed and various permissions are obtained. We inform parents and obtain their permission before the visit takes place.
- 4.7 We work with Teaching Assistants and adult helpers effectively. Sometimes they work with individual children and sometimes they work with small groups.

## **5. The Role of Governors**

Our Governors support, monitor and review the school's approach to teaching and learning partnership with the teaching staff.

## **6. The Role of Parents**

We believe that parents have a fundamental role to play in helping children to learn, working with the teaching staff to develop close links in all areas of learning.

## **7. Monitoring & Review**

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 every three years, or earlier if necessary.

**8. Equal Opportunity and disability statement.**

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be.

We are therefore equally ambitious for our disabled pupils and staff.