



BIRCH COPSE PRIMARY SCHOOL
TEACHING AND LEARNING POLICY

Version

Version 1.4

Introduction

This document is a statement of our intentions for the teaching and learning of the curriculum. It was compiled by the Headteacher and staff, and approved by the Governors. The date of the latest review is at the end of the policy

Aims

Each pupil will follow a curriculum which:

- is broad, balanced and designed to emphasise the relevance of the knowledge, skills and understanding developed through learning programmes and experience
- offers challenge leading to the highest standards of personal achievement through recognition of individual needs according to ability and aptitude
- actively prepares them for the responsibilities and opportunities that arise throughout life, including those offered by the family and the world of work, within a multicultural and technological society
- extends knowledge, experience, imagination and understanding in ways which develop critical and analytical capability, awareness of moral values, and capacity for enjoyment
- develops spiritual awareness and aesthetic appreciation, and fosters respect for the environment
- promotes equality of opportunity, and develops understanding of and respect for the rights of others
- develops constructive attitudes and qualities, promotes the importance of healthy living and emphasises the value of personal relationships based on mutual respect.

School Policy and the National Curriculum

All children in KS1 and KS2 are entitled to, and will receive, teaching in the National Curriculum, i.e.

English, Mathematics *and* Science ~~and I.C.T.~~ (core subjects)

Computing, Design and Technology, History, Geography, Art, Physical Education and Music (foundation

subjects), PSHE and Citizenship. Children in KS2 will also receive teaching in Modern Foreign Languages

Reception children will experience aspects of the curriculum according to the recommended guidelines for the Foundation Stage.

Teaching will be given in Religious Education according to the West Berkshire Agreed Syllabus.

Range and Balance of Learning Experiences

Each child will experience a variety of teaching and learning situations to encourage self-motivation and independent learning, including:

- appropriate individual, pairs, group and class activities
- practical, investigative, oral, listening, written, problem solving, consolidation and practice tasks
- use of relevant materials and resources e.g. I.C.T., audio-visual aids, artworks, P.E. equipment, books, artefacts, science materials and maths equipment
- appropriate use of the whole environment both inside and outside the school, including use of outside speakers/experts/drama groups.

- Educational visits (*added*)

These activities should take into account the individual needs of the child as well as experience and interest. Effective learning, self motivation and independence are the expected outcomes.

Continuity and Progression

Planning in each Key Stage and across Key Stages will take into account continuity and progression. This will be achieved through the use of appropriate discussion, documentation, and reference to children's records of achievement; and reviewed and evaluated at frequent intervals.

Pupils Recording Tasks/Activities

Pupils will record their tasks/activities for many purposes and in a variety of forms in order to clarify their thinking. The importance of oral work is also recognised. High standards are expected and agreed by all members of staff. Marking/response should be positive and effort recognised. (ref. Marking Policy)

There should be opportunities for children to discuss their learning with their teacher, peers and other adults, and for children to celebrate good work to encourage confidence and self esteem.

Assessment, Moderation, Record Keeping & Reporting

Assessment and record keeping should be on-going and continuous, part of the planning process and organised according to the Programmes of Study and Levels of Achievement in the National Curriculum and Early Learning Goals in the Foundation Stage. Evidence of children's progress should be available, and opportunities for moderation should be created.

Progress is reported to children, parents, teachers, governors and outside agencies as appropriate.

The whole process should be:

- formative, to show where support is needed and inform the direction of future work;
- summative, to provide appropriate statements of achievement at appropriate times;
- diagnostic, to outline strengths and weaknesses, and enable suitable programmes of work to be set.

Further details are outlined in the School Policy on Assessment, Recording and Reporting.

Curriculum Effectiveness

Each teacher has the responsibility to evaluate the success of the activities offered within each curriculum area in meeting the objectives contained in the programmes of studies (e.g. continuous assessment, weekly, termly, annually).

Staffing

All teachers have a dual role:

- as class teachers they are responsible for the planning, evaluation and assessment of the whole curriculum experienced by their class; concerned for the development of the whole child (e.g. personal and social education etc.); and responsible for ensuring individual needs are appropriately met
- as curriculum leaders they will offer a whole school perspective; school organisation should encourage the use of teacher expertise across year groups

Outside agencies, support and voluntary staff, including parents, have an important role to play and should be included in appropriate discussions, and should fulfil the aims and objectives of the school.

Classroom Management

Classroom management should aim to establish a stimulating environment conducive to successful learning. Teachers should adopt a flexible approach, employing a variety of teaching styles and strategies appropriate to the age group and activities planned. Consideration should be given to safety, accessibility of resources, good use of space, and a procedure management for pupils.

To achieve successful classroom management, it will be necessary to establish high standards of behaviour; create a tidy, well organised classroom with sound management of resources which encourages sufficient independence of learning to allow children to meet the demands of the National Curriculum; and make the most effective use of time as recommended.

Health and Safety

Pupils should be taught to respect and use properly the resources provided, and have an awareness of specific safety routines (e.g. P.E. Apparatus, glue gun etc.).

When involved in an activity pupils should be appropriately supervised. Current health and safety regulations should be adhered to and discussed with the pupils as recommended in the West Berkshire guidelines.

Inclusion

Inclusion means providing effective learning opportunities for all pupils. Basic principles will be to:

- set suitably differentiated learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

Special Educational Needs and Disabilities

Defined as pupils who need to receive the curriculum in a more specific way because of physical, environmental, social and/or ability needs. Formative and diagnostic assessment will determine any special needs. These children will receive appropriate support within the resources available.

More Able, Gifted and Talented Pupils

Defined as pupils who have high ability in one or more aspects of school life. Teachers should identify and meet the needs of able pupils through strategies and approaches as outlined in the More Able, Gifted and Talented Pupils Policy.

Homework

It is recognised that homework plays an important part in children's educational development, and home/school liaison and support has an important role in the monitoring of this. Types of learning done at home will differ according to the age and ability of the child, and will be outlined more specifically in relevant subject policies. Reference should be made to the Homework Policy.

Responsible officer

Headteacher

Date of last review: 20th June 2017

Dates of amendments: 9th February 2010, 10th February 2011, 2nd February 2012, 20th June 2017

Date of next review: June 2020