



TEACHING AND LEARNING POLICY

Introduction

This document is a statement of the aims, principles and strategies for Teaching and Learning at Parkside School. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read. Please refer to the 'Curriculum Policy' for a description of the school's curriculum.

This policy should be read alongside the School's 'Aims and Objectives Statement', which describes how all members of our community should play their role to ensure the highest standards. The school philosophy places the emphasis on celebrating achievement and excellence is celebrated in both display and performance. Please refer to the school's 'Pastoral Policy' and the 'School Brochure'.

What is teaching and learning?

Teaching and learning is the purpose of our School, it is the 'what' and the 'how' that is at the heart of the learning process. It is the method through which we offer a curriculum which is broad and balanced and also meets the requirements of the National Curriculum Guidelines. It is appropriately differentiated to meet the individual needs of pupils within the school.

Key Issues

- This policy will help us to develop consistency and continuity in our teaching and learning through monitoring their quality and development.
- We recognise that the effectiveness of our curriculum development is dependent on the quality of our teaching and learning.
- By a process of continued development and evaluation, we will endeavour to create a learning climate where it is recognised and appreciated that children, staff, parents governors and the wider community all have a role to play in making our school an effective and valued environment.

This policy will deal with the various elements that come together to address these issues or direct the reader to related policies.

1. The needs of the pupils.
2. Strategies for teaching and learning.
3. Curriculum management, support and resources.
4. The role of parents, governors and the wider community.
5. Monitoring the quality of teaching and learning



1 The needs of the Pupils

Effective learning means helping pupils to make sense of the world around them. Pupils learn in various ways, and bring with them to school differences in experience and opportunity.

We will provide a learning climate in which our pupils:

- Develop as individuals in an environment that is challenging but where they feel secure and valued.
- Work in an environment that is conducive to learning.
- Have good access to materials and resources.
- Experience a consistent and positive approach to behaviour and values, allowing respect for each other and the contribution of others.
- Are exposed to a broad range of learning experiences both within the classroom and through extra-curricular activities.
- Have the opportunity to develop a range of skills and to represent the school in competition.
- Are actively encouraged to develop independence skills and to value their own achievements.

In order to help our pupils learn and understand what is expected of them we will:

- Offer stimulating and differentiated learning experiences based on past knowledge and understanding.
- Motivate and challenge them by having high expectations of their achievement.
- Make them aware of learning objectives in relation to the activities.
- Help pupils to set and achieve their individual targets.
- Encourage a belief in them of their own capacity to develop responsibility for their learning.
- Show an understanding of their needs and work with them to develop strategies that will support them in their learning.
- Provide a learning environment that is well organised, planned and resourced and in which the individual needs of pupils are addressed.
- Celebrate success through the school reward system, displays and whole school assemblies.

2 Strategies for teaching and learning

The structure of lessons is important to the learning process and guidance is issued in the Staff Handbook each year.



The teacher, supported by the teaching assistant aims to:

- Be clear about learning objectives for lessons.
- Be knowledgeable about the curriculum and strategies for teaching it.
- Plan and prepare thoroughly and to identify opportunities for assessment.
- Communicate to the pupils what is expected of them and why.
- Ensure that learning is progressive and continuous.
- Have a positive attitude towards change and development of expertise.
- Work collaboratively, with a shared purpose, understanding and similarity of practice.
- Be aware of children's individual learning styles and needs in order to provide opportunities for them to achieve their full potential.
- Work effectively as a team for the benefit of the pupils.
- Homework is considered to be a valuable element of the teaching and learning process and is set in core subjects to reinforce skills and develop independence. Please refer to school's, 'Homework Policy'.

3 Curriculum management

See 'Curriculum Policy' and other subject specific curriculum policies.

4 The role of parents, governors and cluster schools

Establishing and maintaining good relationships and communication between the school and parents/carers, governors and cluster schools is seen as very important and highly beneficial to the success of the school.

Parents/carers

By supporting the ethos of the school parents/carers contribute towards the teaching and learning for all pupils. We encourage parents/carers to take an active part in their children's education and keep them well informed of progress, involving them where possible in school events and other activities, celebrating the success of the pupils.

Governors

Governors are encouraged to be fully involved in the life of the school and are actively involved in ensuring high quality teaching and learning. They recognise and reward pupils' progress by awarding a prize on an annual basis and are involved in a range of activities celebrating success. Governors also monitor the curriculum by presentations from the curriculum co-ordinator and from subject leaders where they have the opportunity to discuss the content of the curriculum.

5 Monitoring the quality of teaching and learning

This area is highlighted in our 'monitoring policy'.



Evaluation

This policy will be evaluated by the Head Teacher, Deputy Head or Assistant Head and then approved through the Senior Leadership Team.

Signed..... *Paul Lister* (Chair of Governors)

Date..... *07/11/2018*

To be reviewed Autumn 2020