

Feltonfleet School

Teaching and Learning Policy

Introduction

At Feltonfleet we believe that learning is a continuous process so that both adults and children should learn new things every day. Learning should be an interesting and enjoyable experience for everyone and it should be fun. Through our teaching we try to equip children with the skills, knowledge and understanding necessary to begin to be able to make informed choices about important issues in their lives. We believe that successful teaching and appropriate learning not only help children to lead happy and rewarding lives but allow them to take ownership of their learning. Thus they will see that learning is a life-long journey which continues long after they have left school.

Aims and objectives

We appreciate that people learn best in different ways. Therefore we try to provide a varied and positive learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- consolidate our commitment to our four core values – Honesty, Respect, Responsibility and Happiness.
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their school community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

Effective learning

Acknowledging that people learn in many different ways we recognize the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinesthetic, musical, interpersonal/group working, and interpersonal/reflective. We try to take into account these different forms of intelligence within our teaching and learning. This work is ongoing.

We offer opportunities for children to learn by using different methods. These include:

- group; pair ; individual and whole-class work
- investigation and problem solving;
- research and independent enquiry;
- use of ICT;

- fieldwork and visits to places of educational interest;
- creative activities;
- using the library and audio-visual resources;
- discussions, role-plays and oral presentations;
- designing and making things;
- participation in physical activity.

We encourage children to share responsibility for their own learning and, as they grow older, to reflect on how they learn – what helps them learn by the provision of a Pupil Planner and opportunities to consult with their form teacher as well as subject teachers.

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use our curriculum policy and schemes of work to guide our teaching. This sets out the aims, objectives and values of the school and what will be taught to each year group. Our attitude in responding to pupils' work is that positive feedback raises academic performance so achievement is praised wherever possible to keep self-esteem high and to maintain positive learning.

We base our teaching on our knowledge of the children's level of attainment and therefore try to ensure that all tasks set are appropriate to their level of ability. Planning must take into account the differing requirements of pupils, particularly those with identified special needs. Teachers give due regard to information on our progress sheets and targets contained in children's Individual Education Plans (IEPs). They also differentiate carefully to adequately provide extension for the more able. Extension exercises outside of classroom time are also an important consideration, work that may encompass tasks not directly related to curriculum learning. Teachers are sensitive to the pace of their lessons so that all pupils feel challenged and their motivation is not diminished. We have high expectations of all children, and we believe that their work at Feltonfleet is of the highest possible standard of which they are capable.

We set academic targets for the children in each academic year and we share these targets with children and their parents. We regularly review the progress of each child and set revised targets.

We plan our lessons with clear learning objectives. These are taken from the National Curriculum, National Literacy or Numeracy Strategies and, for senior pupils, from syllabi of the Common Entrance Board and individual school scholarships. Lesson plans focus on developing the pupils' skills, knowledge and understanding. This is best achieved if the children are aware of the context of the work they are undertaking, see how it is building on work done previously and how it will prepare for work to come. The lesson objective is made clear from the outset. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we will assess the children's work. We reflect on our lessons so that we can modify and improve our teaching in the future.

Taking into account our commitment to positive learning, involving pupils in their own learning and acknowledging different learning styles and abilities, we ensure that we use a variety of teaching methods and set written work regularly in a variety of formats – extended writing, shorter tasks and independent research.

Each of our teachers make a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. They are treated fairly and given equal opportunity to take part in class activities. All staff and children are aware of our commitment to positive classroom behaviour so that learning is not impeded. We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

In the Pre-Prep, class assistants and in the prep, gap year students are deployed as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Teaching assistants also assist with the preparation and storage of classroom equipment.

We aim to make our classrooms attractive learning environments. Displays are changed at least every term to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the term. All classrooms have a range of dictionaries and books as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning and an exciting classroom promotes independent use of resources and high-quality work by the children.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. Through our Professional Development Review Programme and our extensive INSET programme we do all we can to support all teachers in developing their skills, so that they can continually improve their practice.

Children will learn best if they sense that their teacher has a real enthusiasm for the subject and the lessons are fun and interesting. Everyone has a positive attitude towards learning with high expectations of success and genuine progress.

The role of 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 various subjects and, at the beginning of each academic year, the programme for relevant year groups;
- sending curricula 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;
- sending termly reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- inviting parents into the Pre-Prep each term to see their children's work
- explaining to parents how they can support their children at home through information sheets, meetings and presentations.

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 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;

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, changes in the curriculum, developments in technology or changes to the physical environment of our school. Please see our Monitoring of Teaching and Learning Policy for further details.

J. Ashfold
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Next Review: February 2012