

**ST. NICHOLAS CE VA PRIMARY SCHOOL**  
**TEACHING AND LEARNING POLICY 2012-2013**

Introduction

At St Nicholas School we believe in the concept of lifelong learning and the notion that we all learn new things every day. We maintain that learning should be a rewarding and enjoyable experience and that it should be fun. Through effective teaching, we hope to equip our children with the skills, knowledge and understanding that will enable them to make informed choices about the important things in their lives.

Aim and objectives

We believe that people learn in different ways and we accommodate children's preferred learning styles – visual, aural or kinaesthetic We aim to set the climate for learning by providing a rich, varied and stimulating learning environment and setting high expectations.

Principles for learning and teaching

**1. Set high expectations and give every learner confidence they can succeed.** This includes

- Demonstrating a commitment to every learner's success, making them feel included, valued and secure
- Raising learners' aspirations and the effort they put into learning, engaging, where appropriate, the active support of parents and carers

**2. Establish what learners already know and build on it.** This includes

- Setting clear and appropriate learning goals, explaining them and making every learning experience count
- Creating secure foundations for subsequent learning

**3. Structure and pace the learning experience to make it challenging and enjoyable.** This includes

- Using teaching methods that reflect the material to be learned, matching the maturity of the learners and their learning preferences and involving high levels of time on task
- Making creative use of the range of learning opportunities available, within and beyond the classroom, including ICT

**4. Inspire learning through passion for the subject.** This includes

- Bringing the subject alive

- Making it relevant to learners' wider goals and concerns

**5. Make individuals active partners in their learning.** This includes

- Building respectful teacher-learner relationship that take learners' views and experience fully into account, as well as data on their performance
- Using assessment for learning to help learners assess their work, reflect on how they learn and inform subsequent planning and practice

**6. Develop learning skills and personal qualities.** This includes

- Developing the ability to think systematically, manage information, learn from others and help others learn
- Developing confidence, self-discipline and an understanding of the learning process

Learning

We aim to take into account all aspects of intelligence as we plan for learning in our school – linguistic, mathematical, visual/spatial, kinaesthetic, musical, and interpersonal. We recognise that some children's learning may be blocked by their emotional needs and provide appropriate support for these children.

Our children will: -

Have a clear understanding of what is expected in their work and behaviour.

Have a positive attitude to work and form high personal aspirations.

Be given well-matched tasks that are challenging but achievable.

Be provided with opportunities to interact during their lessons.

Be encouraged and praised.

Be given meaningful feedback on what they have done and shown ways in which to improve.

Work in stimulating classroom environments where children's contributions are valued and resources are effectively managed.

Be involved in the formation and review of the IEP (Individual Education Plan) targets.

Our teaching will: -.

Create an environment in which children are expected to reach their personal best.

Enable our children to become confident, resourceful, creative, enquiring and independent learners.

Nurture children's self-esteem and help them to build positive relationships with others.

Develop children's self-respect and encourage them to respect the ideas, values, attitudes and feelings of others.

Show respect for the lifestyles of different cultures and promote positive attitudes towards other people.

Enable children to understand their community and help them feel valued as a part of this community.

Help children grow into reliable, independent and responsible citizens.

Use a variety of styles to fulfil a range of planned learning intentions.

Continually reflect on the impact it is having on our children's learning and progress.

Be supported by continuing professional development.

Take the form of well-planned and resourced learning opportunities that acknowledge the guidance of the National Curriculum, Primary Framework and Early Years Foundation Stage and take into account the challenges facing children of all ability levels.

#### The role of parents and carers

We believe that parents and carers have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning. By:-

Sending information to parents and carers at the start of each term which outlines the topics that the children will be studying and suggests ways in which parents can support their children's learning

Ensuring that there are clear home-school lines of communication through frequent newsletters, parents and carers/teacher meetings, bi-annual reports, school website, monthly parents and carers forums and opportunities for daily, more informal contact

Holding workshops to explain our teaching and learning strategies

#### As partners we would like our parents and carers to:-

Promote positive attitudes towards our school and learning in general

Ensure children attend school regularly and arrive at school by 8.45

Provide their child with appropriate uniform and PE kit

Support us in maintaining our Healthy School status

Inform the school if there are home issues that are likely to affect a child's performance or behaviour

#### The role of governors

The governors are involved in the development and review of school policies. They support teaching and learning by ensuring that the best resources and accommodation are available and that health and safety regulations are in place. Governors are allocated to a specific year group, which enables them to be aware of the developmental needs of children as they progress through the school. The School Improvement Group, which is comprised of the Chairman of Governors, the Headteacher and the Assistant Headteacher, monitors standards of achievement across the whole school, performance management and staff development. Regular reports from Subject Leaders and the Headteacher help governors to stay informed about curriculum developments.

The role of children

Children were involved in formulating this policy; we include some of their responses to key questions about learning and teaching. We feel their comments reflect the positive attitudes they hold.

Recipe to make a successful learner (put together by the children and staff of St. Nicholas Primary School, Child Okeford in June 2008)

Ingredients:

Listening skills, concentration, enthusiasm, self belief, commitment, perseverance, sensible behaviour, independence, focus, modesty, positive thinking, fun, an open mind, bravery, taking care, confidence

Method:

Take a tablespoon of concentration

Shake in a generous measure of enthusiastic adults and children

Add a dash of commitment

Stir gently with positive thinking

Mix in some listening skills and care

Put in a handful of bravery and an open mind

Sift in lots of sensible behaviour

Pour in a cupful of honesty

Slowly fold in 5 teaspoonfuls of perseverance

Sprinkle with fun

Season with confidence and independence

Decorate with self belief

**Last Reviewed: November 2015**

**Next Reviewed: November 2017**

Result: A successful learner

