



St Peter's Primary School *Devizes*
A Church of England Aided School

Learning and Teaching Policy May 2010

Adopted	May 2010
Ratified	May 2010
Review Date	November 2010

1 Introduction

This policy aims to ensure that the children at our school are provided with high quality learning experiences, both indoors and outdoors, that lead to a consistently high level of pupil achievement. Children learn through their total experience. Learning takes place both at school and out of school and attention is given to planning appropriate activities and provision for extended learning opportunities whenever possible. This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

2 Learning and Teaching

We believe that children learn best when they:

- are happy;
- are interested and motivated;
- achieve success and gain approval;
- are given tasks which match their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated.

3 Teaching

Teachers value all pupils irrespective of their ability, race, gender, age or achievement.

Teachers will:

- promote effective and positive interaction with pupils;
- promote high expectations;
- plan lessons which have clear objectives which are communicated effectively to pupils;
- use a range of teaching styles;
- use a range of questioning (see appendix);
- recognise and manage effectively the support of other adults in the classroom;
- use well-timed interventions to help the pupils make good progress;
- provide feedback to pupils about their progress in both written and oral forms;
- encourage the use of peer discussion to move learning forward;
- ensure that assessment strategies are implemented and records relating to agreed; criteria and agreed areas of learning are kept;
- recognise the importance of health and safety;

- acknowledge and make the best use of the contribution of parents, the community and work carried out at home.

4 Learning

LEARNING

Children will have the opportunity to:

- work individually, in groups and as a class
- make decisions
- work co-operatively
- solve problems
- be creative
- discuss their ideas
- develop social skills
- develop independence
- use initiative
- receive support
- achieve academically

The Learning Environment will be

- challenging and stimulating
- peaceful and calm
- happy and caring
- organised
- well resourced
- indoor and outdoors

Children should be encouraged to develop organisational skills and independence through:

- appropriate tasks
- confidence building
- example
- co-operation
- provision of suitable opportunities
- responsibilities

Display in the school should be used to:

- create an attractive and stimulating environment
- include work on different aspects of the curriculum
- reflect the individual child's efforts as well as ability
- sometimes be interactive
- celebrate pupils achievement

Routines and Rules

Routines and rules in the classroom and outdoors contribute to a healthy learning environment. To be effective and keep children safe they should be:

- clearly understood
- fair and consistent
- realistic and positive

Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an on-going process in all aspects of school life by:

- verbal or written praise by teachers, peers, Headteacher and parents
- displays of work
- opportunities to perform or share
- encouraging self-esteem
- the awarding of stickers, house points and achievement shields
- celebrating achievements in assemblies

Planning

Teachers plan in the short, medium and weekly term. Copies of long-term plans are held by the Headteacher and weekly plans in Numeracy and Literacy can be accessed, when required for sampling, by subject leaders.

Literacy and Numeracy are planned using the appropriate strategy documents.

Foundation subjects are planned using suggestions from QCA schemes of work and a variety of extra sources.

Religious Education is planned using the Wiltshire Agreed Syllabus and supplemented by resources suggested by the Salisbury Diocese.

Curriculum Leaders

Co-ordination of curriculum subjects is divided between the staff. As a small school, this means that each member of staff may have several responsibilities in relation to co-ordination.

Role of Subject Leaders

Leaders will be responsible for:

- maintenance and overview of their area's resources;
- attending relevant courses and conferences and disseminating information to staff;

- monitoring teaching and pupil progress in line with the monitoring timetable in their subject and preparing reports for the Headteacher and governors;
- preparing and evaluating actions plans for their area in line with the school development plan.

Time Allocation

Pupils receive a daily Maths and Literacy session, weekly science and R.E. and a broad foundation curriculum which is often blocked for timetabling reasons

Classroom Management

School Policies

School policies are set out in the school policy file, a copy of which is available in the Staff Room. It is the duty of each member of Staff to be familiar with school policies and to apply them.

Equal Opportunities

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Groups, lines and all activities should be mixed gender when appropriate. Particular care should be taken in the areas of Science, Mathematics, Technology and Physical activities. Teachers must ensure that the same children do not dominate in group work especially when using the

5 Physical Organisation

Furniture

All classrooms should have:-

Tables arranged for:

- ease of working
- flexibility
- purposeful discussion
- provision of quiet corners
- large working surfaces

Chairs should normally:

- be sufficient in number for the activities in the classroom
- leave enough room for children to move easily around the room.

Storage/display areas arranged to:

- support different areas of the curriculum
- support a project or activity

- give character to a room
- house children's personal belongings.

The Library area should be equipped with Internet access to facilitate research;

- accessible to pupils
- attractive, comfortable and inviting
- furnished to enable quiet reading and study
- carpeted
- provided activities for pupils to become active readers.

6 Resources

Materials in all areas should be well organised, of good quality, clean, tidy, attractive, accessible and well-labelled. Stocks should be checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damaged or waste it. Relevant textbooks should be available in each classroom.

The effective implementation of National Curriculum subjects calls for a wide range of equipment to be used. These do not necessarily have to be stored in the classroom. The school library and classroom have a selection of books covering all curriculum subjects. Additional materials are loaned from the Wiltshire Library Service.

Resource Finance

Curriculum areas are allocated money according to the needs identified in the School Development Plan and the accompanying School Budget Plan. The Headteacher, Finance Officer and staff will discuss resource needs each term. Requests for all equipment should be made to the Headteacher.

ICT

The ICT is provided with a mini suite key stage 1 trolley and should be well cared for by all pupils and should be used to accelerate the learning across the curriculum.

Role Play (Key Stage 1 only)

The Role Play corner provides a safe area where young children can creatively interact within a variety of settings, e.g. home, office, shop, café, museum etc. The Role Play should be:

- adaptable
- imaginative
- attractive and inviting

It should have:

- furniture which can be adapted for a variety of uses

- facilities for writing
- a clear notice of its current use.

It is very important that this area be kept tidy after each activity.

Mathematics, Science and Technology

Equipment is stored for Maths, Science and DT and Teachers should check that the resources are appropriate for their groups and that consumable resources are renewed regularly. Teachers should also be aware of the safety aspects of all technology equipment in line with the Health and Safety Policy.

Cleaning

Cleaning is carried out by an appointed school cleaner. Nevertheless everyone should be encouraged to take responsibility for their environment both within and around the school.

Everywhere should be kept tidy and litter free at all times. The school should be checked daily and any lost property should be placed in the lost property box. Nothing should be left on the cloakroom floor, all equipment must be returned to its appropriate place and all kit bags hung on pegs.

7 Questioning

Good questioning encourages pupils to think more deeply and to share their thoughts and ideas with others. Teaching ensures that pupils are given access to a range of questions. These are available from class teachers.

8 Appendix

When learning takes place outside of the classroom (this includes play time, PE, work in the school grounds and trips out of school) we ask that parents provide appropriate outdoor clothing for their child. We will continue with planned activities even if it is raining. The decision to cancel an activity will be taken if the safety of the children is in danger. For this reason we ask that

- waterproof coats are brought to school daily
- wellington boots are worn or brought in on rainy days (PE shoes can be worn inside the school building)
- joggers, sweatshirts and even a woolly hat are provided for winter PE.
- plimsoles for indoor PE
- trainers may be used for outside activities
- school shoes may not be used for PE