

# INGLEBY MILL PRIMARY SCHOOL



## POLICY FOR TEACHING AND LEARNING

Date of Review	Date of Next Review
January 2016	January 2019
July 2019	July 2022
April 2022	April 2025

## **Policy on Teaching and Learning**

### **Introduction**

At Ingleby Mill Primary School, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we equip children with the knowledge, vocabulary, skills and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### **Aims**

We aim to ensure that our whole community provides children with the opportunity for growth and development through the acquisition of skills, attitudes and knowledge in a safe, encouraging and sometimes challenging environment.

### **Values**

Across all areas of learning we value:

**Happiness** – when we enjoy what we are doing, we learn at our best

**Confidence** – when we have confidence, we will always ‘have a go’

**Creativity** – when our creativity is developed, we can think and learn in imaginative ways

**Perseverance** – when we are encouraged to keep going, even when the going gets tough, we develop resilience, positive outlooks and self-belief

**Respect** – when we are respectful, we can see things through the eyes of others

We have a school motto to support our values based around the initial letters of our school name.

**IMAGINE**

**MAKE A DIFFERENCE**

**PERSEVERE**

**SUCCEED**

### **Effective teaching and learning**

We conduct all our teaching in an atmosphere of trust and respect for all.

**1. Creating the right context for learning;** this includes the space we learn in, the established organisation and routines and the positive learning culture and attitudes.

Classroom environment – our classrooms are organised, accessible, attractive spaces that value children and learning.

Behaviour – positive behaviour management, consistently applied across school is fundamental in ensuring children feel safe and relaxed to learn. (see also the school's behaviour policy).

Mindset – Positive, growth mindsets are encouraged in our children; breaking down barriers and building their self-belief, resilience to making mistakes and ability to sustain effort.

Expectations – Teachers have high expectations for all pupils and believe in their capacity to succeed. Staff ensure that their language and behaviours do not limit pupils, particularly through fixed concepts of ability, socio-economic disadvantage or other forms of unconscious bias.

**2. Maximise learning opportunities so that children can know more and remember more.** Lessons will be planned in accordance with the following principles:

- the teaching should have its foundations in good teacher subject knowledge;
- the teaching should build on and link to previous knowledge and learning;
- it should give pupils the 'big picture' of the lesson: the context;
- the teacher should explain the learning objectives, and why the lesson is important;
- the lesson should be presented in a range of styles;
- working memory is limited, so new material should be presented in short chunks and reinforced before moving on. New learning has to be repeated and reinforced for it to be truly remembered and understood;
- it should allow opportunities for the pupils to reinforce their own understanding through various activities;
- it should include opportunities for the children to talk to each other about learning;
- it should allow opportunities for the children to review what has been learnt;
- it should have built-in opportunities for feedback to the children, celebrating success, correcting errors and misconceptions and reviewing learning strategies;
- the teaching should indicate what the next step in the learning will be.

**3. Opportunities for children to learn in different ways.** These include:

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of computing (including IPADS);

- fieldwork and visits to places of educational interest;
- creative activities;
- watching multi-media clips and responding to musical or downloaded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

**4. Challenge;** We set challenging tasks to meaningfully stretch and deepen understanding. The purpose of challenging tasks is to exercise the pathways connecting new material to prior knowledge so that it goes into long-term memory. Tasks that are too easy only exercise prior knowledge. Tasks that are too hard cannot be achieved and so exercise nothing.

### **Curriculum**

When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plans to guide our teaching and ensure effective, progressive coverage of the national curriculum. These set what is to be taught to each year group in each subject and the expected end points.

### **Meeting Needs**

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take account of the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability in all areas of the curriculum. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's SEND Support Plan. Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender, environmental background, SEND and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to discipline and classroom management. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour.

We deploy teaching assistants and other adult helpers as effectively as possible to support teaching and learning. This can involve teaching assistants working with pupils individually, in groups or (for level 3 teaching assistants and higher level teaching assistants) with whole class groups. Our teaching assistants also assist with the preparation of resources to support learning.

### **Health and Safety**

We try to ensure that all tasks and activities that the children perform are safe taking account of school policies, procedures and risk assessments as well as our knowledge of the children. When we plan to take

children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place.

### **Professional Development**

We are committed to the delivery of a first-class curriculum. All of our teaching staff reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice.

### **The role of governors**

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-evaluation processes, which sometimes include reports from subject leaders, the termly head teacher's report to governors, and a review training and CPD accessed by staff.

### **The role of parents and carers**

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

- by holding parents' evenings to review children's progress
- by sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by sending parents and carers annual reports in which we explain the progress made by each child, and indicate how the child can improve further;
- by explaining to parents and carers how they can support their children with homework and learning at home

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore ask parents and carers:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;

- to support their children, where possible, with online activities from school with home access

### **Monitoring and review**

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years, or earlier if necessary.

### **Linked Policies**

Curriculum Policy

Assessment Policy

Marking & Feedback Policy

SEND Policy

Behaviour Policy

Early Years Policy

**Date: April 2022**

Reviewed by Beth Atkinson