

# *Stepney Primary School*



*A Small School With Great Expectations*

## Teaching and Learning Policy

At Stepney raising the achievement and basic skills of pupils and ensuring that they reach their full potential is the responsibility of all staff.

## 1. INTRODUCTION

- 1.1 We believe it is fundamental to ensure every child can have the skills and make the right choices to be healthy, stay safe, enjoy, achieve, have economic wellbeing and make a positive contribution to society.
- 1.2 At Stepney Primary School we believe in the concept of lifelong learning. We believe in the idea that both children and adults should have the rewarding and enjoyable experience of learning new things every day. This learning should take place in an environment of trust, friendship and respect. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that no child should be left behind and that every child matters.

## 2. AIMS AND OBJECTIVES

- 2.1 Life in 21st Century society will continue to change at an increasing pace and we aim to equip our children, in partnership with parents, with the skills needed to adapt to this change and become successful and caring people in school and future life.

We believe that people learn in different ways and recognise 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 take into account these different forms of intelligence when planning teaching and learning styles. We also believe that teaching and learning is enhanced by incorporating specific thinking and learning skills so that our pupils can become successful independent learners and make considered choices for themselves. At our school we provide a rich and varied learning environment that allows every child to develop his/her skills and abilities to their full potential.

### 2.2 Through our teaching we aim to:

#### Be Healthy

- Provide systems and practices which promote healthy minds and bodies in order for our pupils to be more successful learners;

#### Stay Safe

- Ensure children feel safe, both in terms of the physical environment and in the belief that they can safely express their own viewpoints;

#### Enjoy

- Make learning enjoyable;

#### Achieve

- Enable children to become confident, resourceful, enquiring and independent learners in order to achieve in life. Strive for excellence in achievement for every child;
- Foster children's self-esteem and help them build positive relationships with other people;

#### Achieve Economic Wellbeing

- Enable children to have life skills and knowledge to be able to be independent, aware and confident in society;

### Make a Positive Contribution to Society

- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all backgrounds and cultures and, in so doing, promote positive attitudes towards other people;
- enable children to understand their community and help them to feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

## **3. EFFECTIVE LEARNING**

**3.1** We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- talk strategies;
- thinking skills;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole class work;
- asking and answering questions;
- use of the computer including the school network, the internet, I pads and laptops;
- field work and visits to places of educational interest;
- creative activities;
- making use of multi-media resources;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

**3.2** We encourage children to take responsibility for their own learning, be involved as far as possible in reviewing the way they learn, reflect on how they learn, and be able to set themselves targets considering what helps or hinders their learning. At the same time our strategies promote children helping others in their learning.

## **4. EFFECTIVE TEACHING**

**4.1** When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school's Long Term (LTP) and Medium Term Plans (MTP) to guide our teaching. These are in line with the national curriculum for Literacy and Mathematics and make the most of cross curricular links to the Foundation Subject curriculum. These detail the subjects and skills to be taught to each age group. Copies of the LTP and appropriate MTP are available for staff on the shared network, as well as being available on the school website. We plan our lessons with clear learning objectives. The National Curriculum underpins all our work in school and we take our learning objectives from the National Curriculum and other national guidance. Our plans are based on the 2014 National Curriculum.

**4.2** We base our teaching on our knowledge of the children's attainment combined with high expectations and appropriately challenging tasks and targets. Our prime focus is to develop further the understanding, knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's ability. When

planning work for children with special educational needs we give due regard to information and targets contained in the children's Pupil Passports. We have high expectations of all children, and we believe that their work here at Stepney Primary School should be of the highest possible standard.

- 4.3** Throughout the academic year we review the progress of each child on a half termly basis using the online attainment trackers (SPTO), excel spreadsheets and 'Assessment Manager 7' software (This includes an ongoing historical tracking system by which we can carefully monitor the 'career' of each child as he/she develops through the school). At the end of the academic year we set revised targets for the following year. Our target is for all pupils to make at least good progress and for all pupils, with the exception of those identified as having SEN, to achieve Age Related Expectations. At the start of each term pupil progress review meetings are held between the headteacher/coordinators for literacy/mathematics or science with class teachers. Discussions are focused on pupils who are below ARE and are not making sufficient progress to close the gap. These discussions are recorded on a RAPSAC monitoring form.
- 4.4** Each of our teachers places a particular emphasis on establishing good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code. We expect all children to comply with this code that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by doing so, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children disregard this code we follow the guidelines for sanctions as outlined in our school Behaviour Policy.
- 4.5** 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. Careful and thorough risk assessments, which adhere to the Local Authority guidance, rules and regulations, are undertaken for every activity which is outside the school boundary.
- 4.6** We deploy teaching assistants as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. All our teaching assistants are fully trained to deliver basic skills sessions. Training needs are reviewed regularly and met through CPD.
- 4.7** Our classrooms are stimulating learning environments. We change displays at least once a term, to ensure that the classroom reflects the breadth of curriculum areas and themes studied by the children. There is at least one display used as a working wall for literacy work and another as a working wall for mathematics. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and mathematics. We believe that a stimulating environment sets the climate for learning and an exciting, well organised classroom promotes independent work to meet the learning intentions.
- 4.8** All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- 4.9** We conduct all our teaching in an atmosphere of trust and respect for all.

## **5. THE ROLE OF GOVERNORS**

**5.1** Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the head-teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

## **6. THE ROLE OF PARENTS**

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

- sending 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 (curriculum maps);
- holding termly Parent Consultation Evenings;
- holding termly assemblies and exhibitions to showcase learning;
- holding regular stay and play and stay and read sessions;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work;

**6.2** 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;
- fulfil the requirements set out in the home/school agreement.

## **7. MONITORING AND REVIEW**

**7.1** 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 the school. We will review our policy during the Summer Term 2017. Aspects of this policy will be monitored on a termly basis in line with the School Strategic Plan.

## **8. PUBLIC SECTOR EQUALITY DUTY**

Please note: When we have updated policies from April 2012 onwards, we have referred to the requirements of the PSED, which state that as part of their statutory duties, schools need to comply with this by 6th April 2012.

The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

This policy was reviewed and updated with reference to this duty. The author/s of this document and the Policy Committee of the Governing Body, which checks all policies before publication, considered this policy in the light of these requirements to ensure that Stepney Primary School adheres to these statutory regulations.  
PBrowning, Head Teacher (April 2012)

## **9. PERSON RESPONSIBLE**

Updated Summer 2016

Miss J Atkinson

To be reviewed in Summer 2017