



C of E Primary School

Teaching and Learning Policy

January 2011

We aim to ensure that teaching and learning in our school is of the highest quality. This is expressed in our mission statement:

Surrey Hills C of E Primary School creatively develop each child's potential and love of learning by inspiring young minds within a happy, caring, rural community

We believe that children learn best when;

1. They feel happy, secure, safe, physically well and have a positive self-image.
2. They know what is expected of them educationally, understand agreed boundaries of behaviour and feel part of the community.
3. They are in a stimulating, attractive, well-organised and challenging environment, with the opportunity to develop individual learning styles.
4. There is trust and respect between adults and children.
5. They take responsibility for their own learning, are involved as far as possible in reviewing the way they learn and understand what helps or hinders learning.
6. They are able to recognise their achievements but also understand that making mistakes is inevitable and that they can learn from putting them right.

We acknowledge that children learn in many different ways. We recognise the need to develop skills and strategies that allow all children to learn in ways that best suit them.

We provide opportunities for children to learn through the teaching of both personal skills and subject knowledge across the range of the curriculum in ways that include:

- investigation and problem solving
- researching and investigating
- group work
- pair work
- independent work
- whole-class work
- asking and answering questions
- use of the computer

- fieldwork and visits to places of educational interest
- creative activities
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity
- self-evaluation and critiquing

An effective teacher will;

1. Provide a positive role model for the children, be caring, calm, and tolerant and deliver inspiring lessons with enthusiasm.
2. Provide all our children with the opportunity to succeed and to reach the highest level of personal achievement by enabling children to become confident, resourceful, enquiring and independent learners.
3. Have an adaptable and flexible approach, which displays fairness to all children, in response to their different learning styles and abilities.
4. Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others. Enable children to understand their community and help them feel valued as part of the school community.
5. Develop children's life and learning skills
6. Provide opportunities for pupils to play a part in school development e.g. through the School Council, the Eco Team or the Friendship Buddy System.
7. Provide a suitable learning environment, which is attractive, stimulating and interactive with well-labelled resources to encourage the children to develop independence.
8. Praise children for their efforts in the class and celebrate achievements in weekly good work assemblies and termly achievement assemblies.
9. Make effective use of Teaching Assistants.
10. Follow the school behaviour policy and set and agree with children a class code of conduct to encourage the development of self-discipline and set clear boundaries of behaviour. .
11. Ensure that planned activities address the five 'Every Child Matters' objectives.
12. Plan activities that are stimulating, imaginative and challenging, taking into account the individual needs of the children, with a high expectation of achievement.
13. Promote effective learning by providing an effective range of resources including considered use of ICT and e-learning.
14. Produce plans that show
 - clear objectives and success criteria which have built on previous assessment

- flexibility and a range of approaches to achieve objectives, taking into account the children's differing needs
 - the skills the children will be taught to help them be successful.
15. Evaluate all lessons in order to modify and improve future plans, record children's progress and carry out appropriate continuing assessment to inform planning. Instil pride in achievement by displaying the best work of all children where appropriate.
 16. Track pupil attainment and set high but achievable targets to ensure maximum progress is achieved.
 17. Ensure maximum impact on the child's development and understanding by giving effective written or verbal feedback so that children understand fully how to make their work even better and have a clear target to aim for,
 18. Be a valued member of a professional team with a commitment to co-operate in the sharing of expertise.
 19. Ensure continuing professional development by participating in all relevant training.

The Role of Governors

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

- support the use of appropriate teaching strategies by ensuring the budget is used wisely;
- ensure that the school buildings and premises are effectively used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor, through information supplied by the Headteacher or subject leaders, 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.

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' meetings when appropriate to explain our school strategies for teaching and learning;
- sending curriculum coverage to parents at the start of each term in which we outline what the children will be learning during that term at school;
- explaining to parents how they can support their children with homework for example, through regular shared reading and support with projects and investigative work.

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

Monitoring and review

We are aware of the need to review the school's 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.

"Quality is never an accident - it is always the result of intelligent effort."

(Carol Jones. - General Primary Inspector for Surrey, 1994)

This policy is monitored by the Governing Body and will be reviewed every two years, or before if necessary.

Reference should be made to:

Assessment Policy	Aims and Philosophies of the School
P.S.H.E. Policy	Equal Opportunities Statement
R.E. Policy	Discipline / Behaviour Policy
Gifted and Talented Policy	Inclusion Policy
Disability Discrimination Policy	Internet Safety Policy
Child Protection Policy	Staff Handbook
Race Equality Policy	Health and Safety Policy
Marking and Feedback Policy	