

## **TEACHING AND LEARNING POLICY**

We aim to ensure that the children at our school are provided with high quality learning experiences, which lead to a consistently high level of pupil achievement. Children learn through their total experience. 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.

### **TEACHING AND LEARNING**

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.

### **The learning environment**

This should be organised to ensure that children 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.

Learning takes place in an environment which:

- is challenging and stimulating.
- is peaceful and calm.
- is happy and caring.
- is organised.
- is well resourced.
- makes learning accessible.
- is encouraging and appreciative.
- is welcoming.
- provides equal opportunities.

- provides a working atmosphere.

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

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

### **Routines and rules**

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

- agreed by the children and clearly understood.
- fair and consistent.
- realistic and positive.
- kept to a minimum but enforced.
- daily activities with which the children are familiar.

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of The Behaviour Policy.

### **Achievement**

Spiritual, 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.
- awarding stickers and certificates.
- sharing success with the community.

Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in this process by the encouragement of self-appraisal and target setting. Assessment is an integral part of the teaching and learning process.

## **CLASSROOM MANAGEMENT**

### **Approaches to teaching**

There must be a good balance of individual, group and whole-class teaching. Teachers must choose carefully the style of teaching, which is the most effective and efficient and groups will differ in composition and size for different activities. There may be several different activities in progress and at these times the teacher will be helping mainly one group or individual whilst the remainder will be involved in

planned activities which do not require teacher input. It is important that while this is in progress children stay on task.

This can be helped by:

- having well organised and labelled resources.
- taking time to train children in procedures.
- making sure that children are aware of what they must do when they have completed an activity.
- making children aware that the teacher does not always have to be first in the line of contact. Other children and parent helpers can be used.

### **Time management**

It is important that activities are well planned so that each child is working at their correct level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for individuals who have completed work ahead of the group is often helpful. Efficient planning and classroom organisation will significantly reduce time-wasting activities.

### **Supply teachers**

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. The teacher's planning will always be available, showing lesson plans, timetables and curriculum documents.

### **School policies**

School policies are set out in the school policy file. It is the duty of each teacher to be familiar with school policies and to apply them.

### **Voluntary helpers**

The Headteacher should be notified if volunteer helpers are to be used.

Voluntary helpers are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or as part of a specific event. In all cases, it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved.

In some cases it may be appropriate that the volunteer helper be subject to a DBS check. This will be dealt with by the Headteacher.

### **Equal opportunities**

All children have the right to equal opportunities. Teacher's expectations of behaviour and performance by all children should be the same. 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 group work. All activities, including extra curricular activities unless age restricted, are open to all children, numbers permitting.

### **Record keeping**

All teachers should keep detailed records of their work with the class and of individual children's activities and progress. Other records are left to the teacher's professional discretion.

## **PHYSICAL ORGANISATION**

### **Resources**

Materials in all areas should be well organised, be of good quality, clean, tidy, attractive, accessible and well labelled. As far as possible, materials should be near the appropriate working area. Stocks should be checked regularly and replenished. 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 damage or waste it. Books and other equipment represent a considerable investment of money. They are also important resources in the children's educational experience. They should therefore be looked after carefully. Parents should note that some books in the school may not represent the views or philosophy of the Adventist church.

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.

All missing, damaged or dangerous items should be reported to the Headteacher.

### **Resource finance**

Curriculum areas are allocated money according to the needs identified in the School Development Plan and the School Budget Plan. The Headteacher, Finance Officer and staff will discuss resource needs each half term and report back to the Governors if appropriate to do so. Requests for all equipment should be made to the Headteacher.

### **Home corner (Nursery/Reception)**

The home corner provides a safe area where young children can creatively interact within a variety of settings, e.g. home, office, shop, cafe, museum etc.

The home corner should be:

- adaptable.
- imaginative.
- attractive and inviting.
- carpeted.
- well lit.
- not used as a thoroughfare.
- private but safe.

It should have:

- furniture which can be adapted for a variety of uses.
- facilities for writing.
- costumes.
- a clear notice of its current use

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

### **Mathematics, Science and Technology**

Mathematics, Science and Technology should have accessible areas for the storage of equipment. 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.

### **Display**

Displays in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect individual children's efforts as well as ability. Ideally, Mathematics and Science displays should stimulate discussion and be accompanied by children's questions and answers. Sometimes they can be 'interactive'.

### **Cleaning**

Our cleaning staff carries out cleaning. Nevertheless, everyone should be encouraged to take responsibility for his or her environment both within and around the school. Everywhere should be kept tidy and litter free at all times. Nothing should be left on the cloakroom floor, all equipment must be returned to its appropriate place and all kit bags hung on pegs.