

# Teaching & Learning Policy



## Teaching and Learning Policy

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### Background

Pillowell C.P. School lies in the heart of the Forest of Dean in the village of Pillowell near Lydney. This is an area that has people with their own distinctive culture, warmth, humour and dialect. Starting from this position we want our children to grow, knowing that differences exist between people but helping them to appreciate and enjoy the rich variety of the human race. It is a small close-knit community, where parents and friends are supportive of the school and its aims. It is a small, village school which consists of three classes with mixed age-groups and abilities.

Signed (Headteacher):

Date:

Signed (Chair of Governors):

This policy was adopted by the  
Governing Body at its meeting held  
on:

Governor responsible:

Date for review: Annual review

### Circulation and distribution:

All policies are freely available from the school office or <http://forestschoools.net/>  
All staff, governors and parents connected with Pillowell C.P. School will be informed of its existence and invited to access it.

## PILLOWELL C.P.SCHOOL

### TEACHING AND LEARNING POLICY

The National Curriculum provides for **what** must be taught and **when** it must be covered. Our teaching and learning policy sets out the general principles of **how** it should be taught to ensure entitlement and access to all pupils by identifying practices which we think characterise aspects of good teaching and learning.

**All members of the school community work towards the school's aims which are:**

1. To provide a stimulating and enjoyable environment that will allow each child the opportunity to achieve their full academic and social potential.
2. To let every child feel that regardless of ability they are valued members of the school and all have something worthwhile to give.
3. To foster their self esteem by letting them experience success, at an appropriate level, in the activities in which they take part at school.
4. To equip the children to the highest level to which they are capable in the skills of literacy, numeracy and communication.
5. To be involved in a programme of scientific study that centres on first-hand experience and develops the ability to observe, question, test and prove ideas in a logical manner.
6. To gain experience in a wide range of areas of knowledge and skills, not merely academical but physical, creative and social.
7. To develop a knowledge and understanding of the local area, its culture, history and geography so that in future they may view their surroundings with a caring, critical eye.
8. To provide a progression of learning situations that ensure that during their primary school career the children develop the skill to seek and discover relevant information for themselves.
9. To develop the self-respect, tolerance, care, courtesy and consideration that is needed to work successfully both in school and for the future.
10. To set and seek high standards.

**Key points for effective teaching and learning to achieve these aims are:**

#### **1. ORGANISATIONAL STRATEGIES**

1. Lessons are well planned with clear objectives using the National Curriculum and the Literacy and Numeracy strategies.
2. Use a range of teaching methods to ensure that pupils are challenged and that their learning progresses as much as possible in the time available. There will be a blend of direct teaching to the whole class, small groups and individual work.
3. Good management of lesson time for both teachers and pupils. A balance between teaching, questioning, giving instructions, explaining and assessing. Planned use of pupils time including the setting of realistic deadlines for the completion of work.

4. An accurate match between our teaching and the abilities and learning needs of all our pupils. the materials used and the tasks designed will be appropriately challenging to enable pupils to respond to them at a range of levels.
5. Clearly established classroom routines and systems which provide an orderly but happy and well-disciplined environment, based on mutual respect, where children can enjoy learning.
6. Good classroom organisation of equipment and materials with children made aware of where resources are kept and the rules for their access and use. They will be encouraged to act independently in choosing, collecting and carefully returning resources where appropriate.
7. Effective use of other adults in the classroom i.e. LSW's, volunteers, students, where they will work, in collaboration with the teacher, with individuals, small groups, assisting with the preparation or storage of resources or creating displays.

## 2. TEACHING TECHNIQUES

- A. The use of good oral instructions to set the scene and to explain tasks to the whole class or group.
- B. Opportunities provided for pupils to raise questions about tasks or activities and for the teacher to listen to the pupils.
- C. Skilful questioning to encourage the children to think and use knowledge already acquired.
- D. The observation of pupils' work and of pupils at work to help with assessment; careful monitoring of pupil progress.
- E. Teacher interaction and purposeful intervention in pupil's work..
- F. Appropriate use of teacher demonstration.
- G. The use of good work by pupils as a model for others.
- H. Teaching targeted to specific individuals or groups.
- I. Appropriate use of praise and encouragement
- J. Feedback to pupils during lessons.
- K. Continuous assessment as an aid to the learning process.
- L. Criteria for assessing work made explicit to the children.
- M. Use of homework to reinforce and /or extend what is learned in school.

## 3. TEACHERS' KNOWLEDGE

- A. Sound understanding of the subject matter to be taught. all staff have the opportunity to attend LEA run courses and inset organised by other agencies. Relevant information is passed on to other staff through Inset days and staff meetings.
- B. Sound knowledge of the pupils' current levels of achievement and the levels to which they should be progressing.
- C. Working closely with the National Curriculum programmes of study and National Strategies.

#### **4. MONITORING AND EVALUATION**

Overall standards achieved.

Results from baseline assessments – PIPS

Teachers plans and records – on-going assessments..

Parental involvement and approval.

Reading and spelling levels.

Results of SATS and end of year QCA assessments.

Self review and target setting.

Inspection reports.

Role of the co-ordinator – monitoring/observation of teaching/learning/planning.