



# Long Close School Teaching and Learning Policy

## Introduction

At Long Close we believe in the concept of lifelong learning and that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. 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 appropriate teaching and learning experiences help children to lead happy and rewarding lives.

## Aims and Objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- a. enable children to become confident, resourceful, enquiring and independent learners
- b. foster children's self-esteem and help them build positive relationships with other people
- c. develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- d. show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- e. enable children to understand their community and help them feel valued as part of this community
- f. help children grow into reliable, independent and positive citizens

## Effective Learning:

- We acknowledge that people learn in many different ways and we 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 intelligences: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles
  
- We offer opportunities for children to learn in different ways. These include:
  - i. Investigation and problem solving
  - ii. Research and finding out
  - iii. Group work
  - iv. Pair work
  - v. Independent work
  - vi. Whole-class work
  - vii. Asking and answering questions
  - viii. Use of the computer
  - ix. Fieldwork and visits to places of educational interest
  - x. Creative activities
  - xi. Watching television and responding to musical or tape-recorded material
  - xii. Debates, role-plays and oral presentations
  - xiii. Designing and making things
  - xiv. Participation in athletic or physical activity
  
- We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn.

## Effective Teaching

- When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group
  
- We base our teaching on our knowledge of the children's level of attainment so that we can tailor to provide individualised pupil learning.
  
- Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability, but also provide challenge with a focus on extending all the pupils. Pupils with particular strengths are acknowledged on our Gifted & Talented register and they are extended. When planning work for children with special educational needs we give due regards to information and targets contained in the children's **Individual Provision Map Plans (IPMs)**. We have high expectations of all children, and we believe that their work here at Long Close School is of the highest possible standard

- We set academic targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of the academic year and set revised targets
- We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future
- Each of our teachers makes a special effort to establish good working relationships with all children in the class and their parents. 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 of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes toward 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 school behaviour policy
- 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
- We deploy learning assistants and other adult helpers as effectively as possible. **All adult helpers must be security-checked before helping out.** They may work with individual children and or with small groups.
- Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. 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 fictions and non-fiction books, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.
- Through our PMR structure all our teachers and assistants 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.
- We conduct all our teaching in an atmosphere of trust and respect for all.

## 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:

- Parents' information meetings to explain our school strategies for teaching literacy, numeracy and health education
- Curriculum information letter which outlines the topics that the children will be studying during each term.

- Progress reports are sent every half term inform parents of the progress made by their each child and give guidance on how he/ she can improve further
- Welcome packs are handed out to pupils in years 1-6 on the Introductory Afternoon in July, giving information about the class the pupils will go into in September. For example, daily routines, homework, organisational matters, recommended reading.

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
- Support pupils in completing their homework

#### Differentiation

Differentiation is planned intervention by the teacher to meet the needs of all children. We focus on five main components when applying differentiation:

- Resources
- Input
- Outcome
- Support
- Group Structure

It is essential to have good home/school liaison, effective communication between teachers' and structured teacher assessment and diagnosis.

#### Resources

- We provide worksheets, which have an appropriate readability level
- Worksheets and instructions are typed/word processed or written on the board. They are presented in a variety of ways, e.g. verbal pictorial
- We recognise that children coming into school at times when a programme of study is part way through may need help in adjusting to our work schemes and to using appropriate resources

#### Input

- We aim to present tasks in a variety of ways throughout a theme or topic
- When possible, displays of materials, posters and other stimuli are set up around the classroom for pupils' reference
- With lower ability pupils we make a particular point of starting from a position of existing knowledge in a familiar context and then moving on to new tasks

#### Outcome

- We aim to respond positively, asking the pupil to expand upon, what at first may appear to be an incorrect answer
- We aim to interact, when appropriate, with all pupils in the group during that particular session

#### Support

- Specialised support, in the form of an IPM, from the class teacher and SEN Co-ordinator.

- Extra time; support in class and in examination

#### Group Structure

- We review the balance of abilities in any particular group.

### Homework

#### Aims:

- To help pupils make more rapid progress in learning
- To allow pupils opportunity to work on their own
- To allow practice of skills learned in the classroom
- To give pupils the opportunity to use materials and other sources of information that are not available in the classroom
- To give opportunities for long-term research and project work
- To give pupils opportunities to work to deadlines
- To give time for pupils to learn 'by heart'

#### Setting Homework:

- Clear instructions should be given at the beginning of the lesson, and all main points and tasks should be entered in the prep diary
- The frequency of homework is differentiated by age group
  - Pupils in the Nursery and Reception classes will have regular small amounts of reading to complete at home
  - Key Stage 1 pupils continue this practice and are expected to complete ½ an hour's work per night, gradually increasing the amount of time involved in written work
  - Pupils in Years 3, 4 and 5 have ½ an hour's written work per night
  - Pupils in Years 6 and 7 have two ½ hours to complete each night
  - Pupils in Year 8-11 may well have two ¾ hour preps, with three for the weekend

#### Sanctions:

- If it is evident that sufficient effort is not being made on the part of a pupil to be organised and reliable about punctuality concerning school work, it is the duty of the school to make every attempt to remedy the situation
- The pupil should be asked to repeat the task at a given time during break or after school, if the problem is more persistent, the matter will be discussed promptly with parents

- The school will take sanctions in the form of a 'short report' which sets a task to be carried out. Relevant staff and parents will sign this report daily, monitoring progress

Advice to Parents:

- Form Tutors are asked to advise parents about the following recommendations for preps:
- Check that homework details are filled in clearly and regularly in the homework diary
- Countersign the diary regularly to show that it has been checked
- Help a child to organise his or her time to the best advantage by not leaving things to the last minute
- Organise suitable working conditions for prep to be completed at home
- Try to take a positive interest in homework rather than just insisting that it is done
- Sign off the prep if the pupil has not been able to complete it for some reason