



Teaching and Learning Policy

December 2016

Introduction

At Charterhouse Square School we believe in the concept of lifelong learning and the idea 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:

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

Effective learning

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

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

- investigation and problem solving;
- research and finding out;
- 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;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- self/peer assessment;
- 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 planning and teaching on our knowledge of the children's level of attainment. Please see school Assessment Policy. 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. In numeracy and literacy work is typically differentiated to three levels. We have high expectations of all children. When planning work for children with special educational needs we give due regard to information and targets contained in the children's IPM.

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 each term and set revised targets.

We plan our lessons with clear learning objectives (WALT/WILF/WASP) and success criteria. 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. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. 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 build positive attitudes towards 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 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 carry out risk assessments via Evolve and if required obtain parental permission.

We deploy teaching assistants as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups to support or extend.

Our school is an attractive learning environment. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. 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. For further information please see the Display Board Policy.

Teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support each other and share best practice, so we can continually improve, for example through peer observations

and key stage meetings. We conduct all our teaching in an atmosphere of trust and respect for all.

The role of the Headmistress

The Headmistress determines, supports, monitors and reviews the school policies on teaching and learning. In particular she:

- supports the use of appropriate teaching strategies by allocating resources effectively;
- ensures that the school buildings and premises are best used to support successful teaching and learning;
- monitors teaching strategies in the light of health and safety regulations;
- monitors how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensures that staff development and performance management policies promote good quality teaching;
- monitors 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 curriculum evenings in the autumn term where expectations of the year are explained and questions can be asked;
- subject evenings to explain the school strategies for teaching numeracy and literacy;
- sending home and posting on website, a letter to parents at the start of each term in which we outline the topics that the children will be studying , as well as other helpful information such as swimming day;
- explaining to parents how they can support their children with homework;
- two Parent Days and two written reports per year;
- academic, sport and homework timetables sent home in September and again in spring and summer if changes;
- timetables and spelling lists on website;
- daily communication between home and school is possible through the reading record;
- personalised literacy and numeracy targets sent home each term.

We believe 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 as required;
- 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;
- to support their child with the homework requirements.

Monitoring and review

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.

Related policies

- SEND Policy
- More Able and Talented Policy
- EAL Policy
- Assessment Policy
- Curriculum Policy
- Equality and Diversity Policy
- Extra-Curricular Policy
- Homework Policy
- Marking Policy
- All subject policies