

# Teaching and Learning Policy

Chisenhale Primary School



Learning Together for a Better Future

**March 2018**

**Compiled by: SLT and school staff**  
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### **What is the aim of this policy?**

As a school we have a strong ethos of inspiring children to enjoy learning. We celebrate the rich diversity within our community and nurture children's individuality. Staff's particular talents are valued and we also recognise the need for consistency and shared standards for school life. This policy aims to promote a unified, rights respecting approach, to enable high quality learning. We are a UNICEF Rights Respecting School with Level 1 Silver status.

### **What is our school vision?**

#### **Learning together for a better future**

The school aims to realise this vision by developing children as:

- successful learners
- confident individuals
- responsible citizens

### **What are the key principles of high quality learning?**

#### **Motivated and inspired learners**

We have high expectations of all children and give lots of praise. We approach the curriculum through a thematic approach, as we believe this is best for both children and staff. We believe our job is to inspire and motivate through the learning experiences we offer children.

*Examples of what this policy looks like in practice are:*

- Each topic has a "big bang" to start (such as a trip, or a day in role) and a "grand finale" to finish (such as an opportunity for children to share their work with other classes, or an event where parents are invited in to enjoy the work).
- We try to offer as many real experiences as possible, including visiting experts, trips and links with the local community.
- We encourage learning in role, which allows children to deepen understanding and empathy.
- Successes are celebrated in a variety of ways, including displays, assemblies, newsletters, postcards home and on our school website.
- The children have the opportunity to use technologies, such as the Internet and ipads for independent research.

#### **Planning which takes thought, creativity and time**

We plan topics that will encourage children to think locally, nationally and internationally: topics that will offer children the opportunity to develop a wider knowledge and understanding of the world in which we live. We believe in staff sharing

ideas and bringing a variety of experiences, knowledge and strengths to planning, while taking into consideration the needs of individual children.

*Examples of what this policy looks like in practice are:*

- Topics are planned on a two-year cycle to ensure coverage across all subject areas (except Year s 5 & 6 who plan separately).
- Weekly planning is done in phase groups, during PPA times. Staff plan in teams and adapt teaching by reflecting on lesson outcomes together.
- We consult outside experts, including staff from other schools, borough advisors and other professionals.
- Our assessment for learning, through feedback and marking, helps drive the planning, so that we can build on what the children already know and can do.
- We share knowledge between the members of the school team, through a half-termly staff meeting for curriculum input for the upcoming topic and then a half-termly staff meeting for planning in phase teams.
- We plan many of our topics from high quality children's books, using the CLPE model, which involves us planning a range of activities around key texts.
- We build in some flexibility to reflect children's interests, talents and experiences.

### **Learning in depth, through being immersed in a cross curricular topic**

We believe in creating purposeful and relevant contexts for children to become active in their own learning, while covering all areas of the curriculum. We believe that learning is at its most powerful when children are immersed in a cross-curricular topic that moves beyond the four walls of the classroom and into their everyday lives. We hope to motivate our children in such a way that they almost forget that they are learning. We want curiosity, self-motivation and independence to become second nature in order to make learning a meaningful, active process.

*Examples of what this policy looks like in practice are:*

- We work through termly or half termly topics, making clear, meaningful links to prior learning and across the curriculum.
- We have maths and literacy sessions in the mornings in KS1 and KS2. We plan to teach as much maths and literacy as possible through links with other subject areas through the topics, providing real contexts and purposes for writing and for maths.
- We don't expect each foundation subject to be taught each week, but time for these is blocked across the year to ensure overall coverage and progression.
- Classrooms are learning environments which develop with the topic and show children their learning journey over time.
- In Early Years we use children's learning journeys to track their progress, based on their interests.

### **A positive, collaborative and supportive environment**

We are a Rights Respecting School, working with UNICEF to develop this aspect, and each class has a class charter, written by the children. This is the basis of our behaviour management and includes the way staff treat each other too.

*Examples of what this policy looks in practice are:*

- School Council work on their ideas for improving the school with the Headteacher.
- Staff build positive relationships with children, where children feel safe and valued.
- The teaching team is made up of knowledgeable, enthusiastic adults who work collaboratively to support learning.
- Learning happens in pairs, groups, across classes and phases as well as individually, and also takes place outside the classroom and at home.
- We use emotion coaching and a restorative justice approach to support children's understanding of their own and others' feelings.

### **Active learners**

Being an active learner develops a sense of responsibility, a valuable skill for lifelong learning. It also gives children a sense of ownership and control. Active learning is an approach that embeds knowledge and stimulates curiosity.

*Examples of what this policy looks like in practice are:*

- Children are encouraged to be reflective learners, through self-assessment against the Steps to Success and through direct questioning in lessons.
- Children are taught to have a growth mindset, and to think that they may not be able to do something 'yet'.
- Children are encouraged to take the lead in their own learning by talking, asking questions and problem solving with talk partners and in different group environments.
- Teachers can lead, as well as facilitate children's learning.
- Children are made aware of their personal or class targets and work towards achieving them.

### **Inclusive of the range of needs**

We believe that our role is to enable every child to be a full member of Chisenhale School and to develop respect in children for each other.

*Examples of what this policy looks like in practice are:*

- All staff attempt to overcome children's barriers to learning.
- A behaviour policy which leads children to a positive outcome.
- We plan for differentiated learning, so that all children can make progress.
- As a staff team we constantly consider teaching style, learning environment and resources to ensure that they are appropriate for the range of children. Our

planning provides for a variety of learning styles, to hook learners in different ways.

- We provide additional support and individual plans, for children who need them, and consult with outside agencies as appropriate.

### **What role do parents and the wider community play?**

#### **We value the contribution parents can make to their children's learning**

We strive to work in partnership with parents, encouraging them to take an active role in their child's learning, as well as in the school as a whole. We value the wide range of experiences and skills that parents bring and seek to involve parents in enriching the children's learning experiences.

*Examples of what this policy looks like in practice are:*

- We employ a full-time parent engagement officer.
- There are regular parent workshops on a range of issues, including phonics, reading, writing, storytelling, behaviour and parenting skills.
- Our award-winning edible garden project is led by one of our parents.
- Other parents come in to lead sessions in their area of specialism such as cooking
- Parents volunteer on a regular basis in classrooms, at lunchtime, in the library and supporting other parents with projects such as 'Early words Together'.

#### **We value the contributions of the wider community**

We want children's learning to be linked with their local community and recognise that making links with outside organisations enriches the offer for children.

*Examples of what this policy looks like in practice are:*

- We do training for local residents & parent volunteers, who then help out in school
- We have links with the local Children's Centre, for example creating stay and play sessions for new Nursery children.
- We are members of Capital Growth and School Food Matters, who support our work on cooking and gardening and have helped us develop the Grow and Sell project with our local Waitrose branches.
- We are linked with the Chisenhale Art Gallery and use exhibitions and artists there as part of our topics as appropriate.

#### **Governors play an important role in the school**

Many of our governors live in the local community and are familiar with issues that are likely to affect families. They bring a wide range of skills and experiences to their role.

*Examples of what this policy looks like in practice are:*

- Governors are linked with curriculum co-ordinators, as a focus for their visits.
- Governors attend assemblies and special events.