



Teaching & Learning Policy

1. Introduction

This policy is central to our core purpose as a place of learning. We aim to put children's learning at the centre of all we do. The policy reflects our shared values and our aspirations for all members of our school community.

2. Definition of Learning

At Swimbridge Church of England Primary School, we understand learning to be:

- The active building of new knowledge, skills, understanding and attributes;
- The refinement and consolidation of existing knowledge, skills, understanding and attributes
- Developed through a variety of experiences; using the school environment and beyond.
- About making sense of the world around us and discovering how we fit into it;
- Relevant to a wide range of areas: academic; social; physical; personal; emotional; spiritual and creative;
- A continuous, lifelong and personal journey

3. Principles of Effective Learning

We believe that children learn best when:

- They feel happy, comfortable and safe; (4.1)
- Their confidence and self-esteem are high and they enjoy positive, trusting relationships with adults and peers; (4.2)
- They are challenged, encouraged and supported by peers and adults, including family; (4.3)
- Adults and other children provide good role models as learners and members of the community; (4.4)
- The learning environment is stimulating and properly resourced; (4.5)
- Teaching is purposeful, positive, well-paced, varied and stimulating; (4.6)
- They are actively engaged in the learning process; (4.7)
- Our teaching takes account of their individual needs and interests (4.8)

4. Strategies used to Promote Effective Learning

4.1 To help children to feel happy, comfortable and safe, we will:

- Implement appropriate induction days and transition arrangements;
- Smile at them, greet them and ask about their welfare;
- Make time to listen to what they have to say;
- Work closely with families in support of their welfare and education;
- Treat them fairly and consistently;
- Rigorously implement equal opportunity, anti-bullying and equality policies;
- Provide clear consistent expectations of behaviour;
- Implement actions identified in our Safeguarding plans;
- Ensure that the school is visually attractive and welcoming;

- Ensure that they feel 'ownership' through personal spaces, name tags, drawers, classroom responsibilities etc;

4.2 To help build children's confidence and self-esteem and to enable them to develop positive, trusting relationships with adults and peers, we will:

- Give them opportunities to take part in circle time, role play, show & tell, choose-do-review, assemblies, school council etc;
- Make use of learning/talking partners, peer assessment and collaborative working;
- Use reward systems including stamp cards and Headteacher awards;
- Actively look for opportunities to catch them doing well and celebrate that;
- Ensure that they experience success and praise every day;
- Use positive language and encourage them to do the same;
- Acknowledge and celebrate their special days, including birthdays where appropriate;
- Talk to them about their own lives, hobbies, interests and cultural background;
- Celebrate variety in culture, religion and language;
- Show respect for them and their contributions.

4.3 To ensure that children are challenged, encouraged and supported by peers and adults, including family, we will:

- Inform parents about the curriculum they will experience next;
- Communicate regularly with parents about their progress;
- Communicate to children's families that we value their contribution;
- Set home learning appropriate to their age and ability;
- Involve them in collaborative working within and outside of school;
- Involve them in peer assessment;
- Involve them in peer support, e.g. break time monitors, buddy reading etc;
- Provide a range of extra-curricular activities;

4.4 To ensure that adults and older children provide good role models as learners and members of the community, we will:

- Encourage all school employees to be active, lifelong learners, who share their interest in learning with colleagues and children;
- Encourage parents to be lifelong learners who are actively engaged with their children's learning both in and out of school;
- Have high and clearly communicated expectations that every adult on the school premises will set a good example as a member of the community through our code of conduct;
- Give children opportunities, motivation and encouragement to act as good role models and supporters of others;
- Invite members of the outside community to share with children their knowledge and experiences as learners and community members.

4.5 To provide a stimulating and properly resourced learning environment, we will:

- Ensure the interior and exterior of the building are clean, appropriately decorated and well maintained;
- Ensure that classrooms are tidy and free of clutter;
- Ensure appropriate temperature and comfort levels are maintained
- Ensure that children and adults have access to water as needed;
- Ensure that classrooms have appropriate resources according to the varying needs of the children;

- Ensure that resources are accessible to children;
- Vary the learning environment, using outdoor spaces and out-of-school visits;
- Set out both learning focussed and celebratory displays that are informative and interactive.

4.6 To ensure that teaching is purposeful, positive, well-paced, varied and stimulating, we will:

- Provide teachers and teaching assistants with day-to-day, line management support and a planned programme of continuous professional development;
- Take steps to ensure the personal well-being of members of staff;
- Provide a curriculum that covers, and goes beyond, the statutory requirements;
- Plan lessons that are adapted to meet the needs of individual children;
- Provide opportunities for teachers and teaching assistants to liaise together to benefit teaching and learning

4.7 To ensure that children are actively engaged in the learning process, we will:

- Involve them in self-assessment and the identification of appropriate new targets;
- Give constructive feedback verbally and in writing;
- Give them clear goals and time limits;
- Teach them appropriate 'Learning Behaviours' for a range of situations;
- Give opportunity for them to learn and use the '4Rs of Learning';
- Provide opportunities for physical movement in learning activities;
- Provide opportunities for relaxation/energising in and between activities;
- Enable them to share achievements through displays, class assemblies etc.
- Display their work and help them to display their own work attractively.

4.8 To enable our teaching to take account of children's individual needs and interests, we will:

- Use target setting information and other assessment procedures to track their progress and identify their learning needs;
- Adapt long, medium and short-term planning to meet their needs
- Involve them in self-assessment and target setting;
- Talk to them about their interests and incorporate those interests in our teaching;
- Fully implement the SEN Policy and G&T Principal working document and action plans.

5.0 How we will know if the policy successful.

5.1 When the policy is successful, we will see children who:

- Display behaviours that are conducive to learning – learning to learn
- Have an understanding of themselves as learners
- Are confident, well-motivated, independent, yet collaborative learners;
- Enjoy their learning and who maintain good relationships with adults and other children;
- Have a sense of pride in their work at school;
- Make good progress against their targets.

5.2 When the policy is successful, we will see teachers and teaching assistants who:

- Are knowledgeable, skilled, confident, motivated and happy in their work.

5.3 When the policy is successful, we will see parents who:

- Are fully engaged in their children's learning;
- Are proud of their children's achievements.