



Chandlers Field Primary School

Teaching and Learning Policy

Policy date:	Summer term 2021
Policy Type :	non Statutory
Review Cycle:	Annually
Governor Approval:	PLAT

At Chandlers Field Primary School, we understand that children enter school at different stages of development and most importantly that learning is not linear; children learn in different ways and at different rates of progress.

While learning, children develop skills through a variety of processes and learning styles, including but not limited to:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

At Chandlers Field Primary School, we have made the conscious decision to use the following curriculum subject approaches to teaching and learning across the school, because they have proven to be the best way to meet the learning styles and needs of our pupils:

Maths	Maths no Problem
Writing	Talk for Writing
Reading comprehension:	DERIC
Phonics	Sounds Write aligned to our Talk for Writing approach
History	Skills-based approach
Geography	Skills-based approach
PE	Skills based approach
RE	Skills-based approach
MFL – French	Skills-based approach
Music	Skills-based approach
Computing	Skills based approach, embedded across the curriculum
DT	Practical skills-based approach
Science	Investigative and skills-based approach
Art	Practical skills-based approach which includes artist diversity and living artists
PSHE	Jigsaw and MindUp underpin our strong ethos of pupil wellbeing and mental health

Our in house research has shown that by being consistent in our approach to teaching across the school enables children to build on the skills and knowledge each year in the most effective way. For example, in Maths No Problem the children learn by working through examples, showing and developing their knowledge in journaling and can challenge their thinking based on the maths knowledge they have acquired.

We recognise that each child has a personal, preferred way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is offered and accessed by as many means as possible.

Teaching Strategies and Styles

The emphasis of this policy is on providing the children with a wide variety of experiences and opportunities. Children are encouraged to take an active role in their own learning developing their independence and a love of learning. Thus:

- investigative work is used;
- children are given opportunities and encouraged to communicate findings in a variety of ways;
- children are involved, where possible, in decision making and to take responsibility, along with staff, for their own learning.

Thinking skills are also important in the learning process. Opportunities will be made available to the children, across the curriculum to develop:

- creative thinking;
- enquiry;
- information processing;
- reasoning;
- evaluation.

These **thinking skills** work alongside the **key skills** of:

- application of number;
- communication;
- computing skills
- problem solving;
- working with others;
- improving own learning and performance.

We recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem. The four elements are: sharing learning goals; effective questioning; self and peer evaluation and effective feedback. Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

- creating a positive learning environment;
- focusing all feedback on specific performance improvements which can be acted on;
- sharing an overview of content, process and benefits of the learning to come;
- engaging learners by posing problems and challenging thinking;
- providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding;

- creating space for reflection and meaningful dialogue;
- reviewing what has been learned, how it was learned and how it will be used.

Teachers planning will incorporate as many styles of working as possible. These styles include:

- collaborative learning in small groups, or pairs;
- one to one learning with an adult, or more able pupil;
- whole class;
- independent learning.

Group work may include friendship, matched ability, mixed ability, etc, appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

Children learn best when:

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed
- tasks are differentiated, matched to the child
- learning is built on existing knowledge and experience – clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and motivated
- they have clearly defined targets which they can successfully achieve e.g. appropriate time scale

Effective learning is ensured through the process of monitoring successful teaching and evidenced by pupil's learning outcomes.

Successful teaching takes account of children's prior learning and must ensure continuity and progression. Summative assessment is used at the end of a unit or learning sequence. It is used to support teacher formative assessment and never as a standalone test that does not inform future learning.

Resources

Staff are responsible for informing subject leaders with suggestions when resources are low or for subject specific materials which may need ordering. As a school community we are all jointly responsible for ensuring:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;

- the library is a valued resource and used appropriately;
- staff and children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Visits and visitors will be used to enrich the curriculum and value the knowledge of others. They will widen children's experiences and support learning across a range of subject areas.

Time is a resource that we value. To maximise its use:

- as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time;
- opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives;
- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities;
- all children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.

Computing is a major resource, which is used across the whole curriculum.

The Headteacher and School Business Manager are responsible for Health and Safety issues and it is the duty of all who work in the school to report any concerns to them.