**The Royal (Crown Aided) First School**

****

**Teaching and Learning Policy**

***“Inspired to learn”***

|  |  |
| --- | --- |
| Date reviewed: | Autumn 2014 |
| Date of next review: | Autumn 2016 |
| To be reviewed by: | Headteacher |

The Royal school has adopted this document in line with Policies of the Royal Borough of Windsor and Maidenhead

This is a live policy and the Head Teacher is responsible for maintaining its accuracy. Any required amendments should be sent direct to the document owner.

**Introduction**

At The Royal 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 future 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, enquiring and independent learners.
* Foster children’s self-esteem and help them build positive relationships with other people, both peers and adults.
* 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.
* Take pride in and ownership of their work and the work of others.

**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 suit them best. These include;

* Investigation and problem solving.
* Research, prediction and finding out.
* Group work.
* Pair work.
* Independent work.
* Whole-class work.
* Asking and answering questions.
* Use of ICT.
* Fieldwork and visits to places of educational interest.
* Creative activities.
* Extra-curricular clubs.
* Watching and responding to media.
* Designing and making things.
* Debates, role-plays and oral presentations.
* Participation in athletic or physical activity.
* Guest visitors and performers.

**Effective teaching and learning**

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement. Our planning follows the National Curriculum and school Curriculum Policy.

The Learning and Teaching Policy has been formulated to provide a basis for staff to evaluate the quality of learning and teaching in their classroom and across the school.

Teachers make on-going assessments of each child’s progress and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child’s level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children’s Individual Education Plans (IEPs). Teachers modify learning and teaching as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

In Reception, the teacher works from the Foundation Stage, Early Learning Goals (see Early Years Policy).

We set academic targets for the children in each year, and we share these targets with the children and their parents/carers. We regularly review the progress of each child and revise targets as necessary.

We plan our lessons with clear learning objectives that are shared with the children. We take these objectives from the National Curriculum and the National Literacy and Numeracy Strategy. Our lesson plans contain information about the tasks to be set and the resources needed. We evaluate all lessons, so that we can modify and improve our future teaching.

Each of our teachers makes a special effort to establish good working relationships with all children. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All our teachers follow the school behaviour policy with regard to discipline and classroom management. We follow the Golden Rules and we expect all children to comply with these rules to promote the best learning opportunities for all. We praise children for their efforts and by so doing, we help to 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 school behaviour policy.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: when necessary the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

Our Teaching Assistants and other adults are effectively used throughout the school focusing on ensuring the best use is made of specific strengths and skills. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of children’s work. Other adult helpers are also deployed as effectively as possible.

We ensure our classrooms are attractive, interactive, safe and stimulating learning environments. We change displays regularly, 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.

All our teachers 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. This process is linked with the OFSTED criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across school. When evaluating teaching and learning in school, we have agreed to consider;

* Classroom observation / environment.
* Sampling pupils’ work.
* Sharing pupils’ work with colleagues.
* Internal moderation of pupils’ work.
* Discussion with pupils’.

**Role of the Head Teacher and Governing Body**

The governing body will allocate two governors per key area to support education the role will include;

* Support the use of appropriate teaching strategies by allocating resources effectively.
* Ensure that the school buildings and premises are best used to support successful teaching and learning.
* Monitor teaching strategies in the light of health and safety regulations.
* Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
* Ensure that staff development and performance management policies promote good quality teaching.

**Role of the Parents/Guardians**

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 parents’ evenings to discuss children’s progress.
* Sending an annual report to parents in which we explain the progress made by each child and indicates how the child can be improved further.
* Explaining to parents how they can support their children with homework.

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 for partaking in activities.
* 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.
* Fulfil the requirements set out in the home/school agreement.

**Monitoring and evaluation**

Staff development needs will be identified in line with this policy, Performance Management and continued Professional Development Policies. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

**Race Equality and Equal Opportunities**

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

**Review**

We are aware of the need to monitor the school’s aching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, development in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.