



ENGLEFIELD CE PRIMARY SCHOOL POLICY FOR TEACHING AND LEARNING

Sowing the seeds for a flourishing future

Introduction

At Englefield, we nurture and nourish our pupils so they grow and flourish. They are provided with high quality learning which leads to good levels of pupil achievement and progress. We believe that every child is special in Gods eyes; this policy guides how the school is organised to create an effective and well managed learning environment in which the individual needs of each child can be met.

All children should receive the support they need to reach their academic potential.

Through our teaching we aim to:

- Challenge and enable children to take risks;
- Enable children to become confident, resourceful, enquiring and independent learners;
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- Foster children's self-esteem and help them build positive relationships with other people;
- Show respect for all cultures and, in so doing, 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

Teaching and Learning

Children learn best when they are:

- Happy
- Interested and helping to drive their own learning forward
- Motivated
- Making progress and achieving well relative to their starting points
- Given challenging and stimulating tasks which they understand and which match their ability
- Confident
- Feeling secure
- Aware of boundaries.

Lessons should be organised to ensure that children have opportunities to

- Work individually, in groups or as a class
- Work co-operatively to develop social skills and discuss their ideas
- Be creative
- Solve problems
- Develop independence and to use initiative
- Be challenged.

The Learning Environment

Learning should take place in an environment which is welcoming, challenging, stimulating, well-organised and well-resourced. The working atmosphere should be purposeful and calm, and children should feel that their efforts are celebrated and appreciated. There should be an atmosphere of trust and respect for all.

A stimulating environment sets the climate for learning, and an exciting, organised classroom promotes independent use of resources and high-quality work by the children. Displays should be changed to ensure that the classroom reflects the topics studied by the children. Children should have the opportunity to display their work regularly through the year.

Resources should be well organised, labelled, and cared for. Teachers are expected to train children in procedures for using a range of classroom and school resources and to lead by example in showing respect for school books and equipment. It is the responsibility of the teacher to ensure that resources are maintained and to report any damage, loss or breakage to the school office.

Children should take responsibility for their learning environment by showing respect for resources they choose, taking an active role in creating displays, and observing the routines and rules of their classroom.

The Role of School Staff

Teachers should offer opportunities for children to learn in different ways. These may include:

- Investigation and problem solving
- Research and finding out
- Group work
- Paired work
- Independent work
- Whole-class work
- Asking and answering questions
- Use of ICT
- Use of the school's extensive outdoor learning environment
- Fieldwork and visits to places of educational interest
- Learning with visiting experts
- Creative activities
- Debates, role-plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity.

Teachers should keep detailed records of their work with the class and of individual children's progress. They should use these records, along with evaluations of their own lessons, to amend future planning so specific needs and interests are targeted.

We place great importance on our teaching assistants who not only support the teacher in the main class teaching but also, under direction from the class teacher or other professionals, carry out specific intervention work with individuals or small groups. This intervention work is vital in ensuring our children with SEND are able to access the full curriculum and show progress.

At times, teaching assistants may be employed and/or directed to work for part of the week with an individual child who has higher needs and requires a greater level of support. These teaching assistants will work under the direction of the teacher who may, at times, require them to work with a group or other individuals depending on the particular lesson or various other factors.

Voluntary adult helpers are used as effectively as possible. They work with individuals or groups across a range of abilities. Teachers ensure that voluntary helpers are made welcome in the class and the school, and that they are well prepared for tasks and activities with which they are helping.

Effective Teaching

Teachers should deliver a balance of individual, group and whole-class teaching based on our long-term plans and progression maps which are based on the National Curriculum. Where appropriate, differentiated activities should be used to enable all children to make progress in line with their abilities.

- Teaching should be based on knowledge of the children's level of attainment and progress. The prime focus should be to further develop the skills and knowledge of the children.
- Lessons should be planned with learning objectives taken from the progression maps and clear success criteria. All lessons should be informally evaluated by the teacher so that they can modify and improve their future plans.
- Teaching should be focused on age-appropriate, aspirational levels whilst tasks should be adapted and scaffolded where necessary to enable each child to access the learning.
- Individual or group targets, based on the assessment grids in pupil books, should be set for children in literacy and numeracy. Progress against these targets should be monitored and revised targets set as and when they have been met.
- Work for children with Special Educational Needs should be planned giving due regard to information and targets contained in children's Support and Achievement Plans (SAPs). We have high expectations for all children.
- Marking and feedback should be used to celebrate learning, correct misunderstandings and move learning on

Lessons should be carefully planned and delivered so that teaching time is used effectively. Children should remain "on-task" when working independently and have a range of strategies for coping with difficulties with their work; our children are aware that the teacher does not always have to be first point of contact when solving problems.

Equal Opportunities

All staff should make a special effort to establish a good working relationship with all of the children in their class. They should always show the children kindness and respect, treating them fairly and giving them equal opportunity to take part in class activities. Children will make more effort if they feel the staff are interested in them and what they do; this is often referred to as 'botheredness'. All staff should have consistently high expectations of work and behaviour regardless of gender, ethnicity or background; they should also ensure that the same children do not repeatedly dominate in group work.

Classroom Management

All staff should follow the school's Positive Behaviour for Learning Policy. Teachers should set and agree with children the class code of conduct and expect all children to comply with this code to promote the best learning opportunities for all. Children should be praised for their efforts and, by so doing, staff will help to build positive attitudes towards school and learning in general. All staff must insist on good order and behaviour at all times. If a child's behaviour does not support a positive learning environment, staff should follow the guidelines as outlined in our school Positive Behaviour for Learning Policy.

The school has three rules. All children are expected to:

- Be safe
- Be respectful
- Be ready to learn

Class teachers should discuss these rules and their implications with their classes at the beginning of the academic year, and remind children of their importance throughout the year. The rules should be displayed in the classrooms.

- Rules should be followed and teachers are expected to be fair and consistent in their class management.
- Classroom routines should be established at the beginning of each year and children should understand what is expected of them, both in terms of behaviour and of work.

The safety of children in our care is paramount. When we plan to take children out of school we first inform parents and obtain their permission and complete a risk assessment form.

Recognising and Celebrating Achievement

Social, physical, creative and academic achievements are celebrated in many ways: verbal or written praise, displays of work, opportunities to perform or share, stickers, house points and certificates, e.g. in Celebration Assembly.

Children should be involved with the process of target setting and review, which allows them time with their teacher to celebrate their achievements and note progress made.

Resources

All our teachers reflect on their strengths and weaknesses as part of the Performance Management process as well as informally, and plan their professional development needs accordingly. We support our teachers in developing their skills, through both internal and external training so that they can continually improve their practice.

Curriculum areas are allocated money according to the needs identified in the School Development Plan and the accompanying School Budget Plan. The Headteacher, Finance Office and staff will discuss resources as necessary. Requests for all resources should be made to the Headteacher.

The Role of Governors

Our governing body determines, supports, monitors and reviews school policies on teaching and learning. In particular, they:

- 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 procedures promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review process - this includes reports from subject leaders and the Headteacher's report to governors as well as a review of the in-service training sessions attended by all staff
- Monitor the progress and impact of the School Development Plan
- Meet regularly with linked subject leaders to monitor the development of specific subjects.

The Role of Parents

We believe that parents have a fundamental role to play in helping their children to learn. We do all we can to inform parents about what and how their children are learning by:

- Offering parent/teacher meetings three times per year in which we explain the progress made by their child and indicate how their child can improve further
- Putting information on the website at the start of each term in which we outline the topics that pupils will be studying
- Sending an annual written report to parents
- Explaining to parents how they can support their children with homework, for example, regular shared reading and providing support with shared learning projects.
- Holding information evenings to update parents about areas of the curriculum
- Communicating informally with parents before or after school.

We believe that parents have the responsibility to support their children and the school in implementing school policies. The school has a Home/School agreement, created in consultation with parents, which all parents are asked to sign up to on an annual basis. In particular parents are asked to:

- Ensure that their child attends school regularly and on time, avoiding holidays during term time
- Ensure their child is equipped for school with the correct uniform, PE kit and shoes
- Do their best to keep their child healthy and fit to attend school
- Keep the school informed if there are matters outside of school that are likely to affect their child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements as set out in the Home/School agreement.

Management of Policy

School:	This policy is implemented and managed by the Headteacher and all school teaching staff.
Governing Body:	The Governing Body (led by the Development Committee) will monitor, review and update this policy.
Reviewed:	Summer 2025
Next Review:	Summer 2027