

COSHESTON VC SCHOOL



Effective Learning and Teaching Policy

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Mission Statement

As a Church School we aim to develop a Christian ethos and understanding of the Christian Faith within the spirituality of every aspect of school life.

Moral and Social Aims

- Create a caring environment in which children feel happy and secure, confident and valued.
- Instil positive attitudes of good manners and behaviour, respect and responsibility.
- Help children grow as individuals and also as sharing, caring members of a group.

Other Aims

- To concentrate on the main tasks of educating children enabling them to achieve their personal best.
- To have equal opportunities between pupils and teachers in relation to gender, race, class, needs and beliefs.
- To have good relationships between parents and staff.
- To make the best use of valuable resources.
- To make the best use of people's skills.
- To welcome the involvement of the community in school life.
- To play a full part in the community of which the school is a vital part.
- Develop, confident disciplined and enquiring learners able to make informed choices.

Effective Teaching and Learning Policy

This policy aims to ensure that the pupils of Cosheston VC School are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

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 of everyone. Through our teaching we equip children with the skills, knowledge and understanding to be able to make informed choices about important things in their lives and achieve and maximise their potential.

Equal Opportunities

In accordance to the School's Equal Opportunities Policy all pupils in Cosheston VC School are given full access to the National Curriculum.

Learning and Teaching

At Cosheston VC School *we believe children learn best when:*

- They are happy
- They are treated with respect
- All aspects of their development is seen to be equal
- They work in a stimulating environment
- The school is well ordered
- They are given a broad range of learning experiences
- They are set tasks that are appropriately demanding and challenging
- They are given some freedom to organise their own learning
- They have the opportunity to develop and discover a range of new interests

Learning is most effective when:

- Students find the work challenging and enjoyable
- Students know and understand what the learning objectives are for the lesson
- There is a culture of expectation and praise
- Students are given time to use a variety of learning styles and there is some element of flexibility and choice
- Students are given time to think creatively and critically
- Students are able to work collaboratively
- Students receive regular and frequent feedback with clear strategies for improvement
- Students reflect on their learning, particularly at the end of the lesson
- The learner's achievement are celebrated

The learning environment should be:

- Challenging and stimulating
- Peaceful and calm
- Happy and caring
- Organised
- Well resourced

Teaching

Teachers value all pupils irrespective of their ability, race, gender, age or achievement.

Teachers will:

- Promote effective and positive interaction with pupils
- Promote high expectations
- Plan lessons which have clear objectives which are communicated effectively to pupils
- Use a range of teaching styles
- Use a range of questioning
- Recognise and manage effectively the support of other adults in the classroom
- Use well timed interventions to help the pupils make good progress
- Provide feedback to pupils about their progress
- Ensure that assessment strategies are implemented and records relating to agreed criteria and areas of learning are kept
- Recognise the importance of health and safety
- Acknowledge and make the best use of the contribution of parents, the community and work carried out at home

Children should be encouraged to develop organisational skills and independence through:

- Appropriate tasks
- Confidence building
- Example
- Co-operation
- Provision of suitable opportunities
- Responsibilities

Displays in the school should be used to:

- Create an attractive and stimulating environment
- Include work on different aspects of the curriculum
- Reflect the individual child's efforts as well as ability
- Sometimes be interactive

Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- Clearly understood
- Fair and consistent
- Realistic and positive

Achievement

Academic, creative and sporting achievements are celebrated in many ways as an on-going process in all aspects of school life by:

- Verbal or written praise by teachers, peers, Head Teacher and parents
- Displays of work
- Opportunities to perform or share
- Encouraging self-esteem
- The awarding of stickers and certificates
- Celebrating achievements in assemblies

Planning

Teachers are expected to produce long, medium and weekly plans. Copies of the long and medium term plans are filed in the office for regular monitoring by the Head Teacher.

Curriculum Co-ordination

Co-ordination of curriculum subjects is divided between staff. As a small school this means each member of staff may have several responsibilities in relation to co-ordination.

Management of the School Day

1. The School Day

The management of the school day can be found in the school's management policy.

2. Time Allocation

We are committed to raising standards of Basic Skills at Cosheston VC School i.e. the ability to read, write and speak and to use mathematics and ICT at a level necessary to function and progress at work and in society in general.

Classroom Management and Organisation

Management

The learning environment will be managed in such a way as to facilitate different styles of learning with particular regard to Special Educational Needs:

- Whole class teaching
- Group work, organised according to appropriate criteria (e.g. ability, mixed ability, interest etc)
- One-to-one teaching
- Collaborative learning in pairs or groups
- Independent learning

All areas of the learning environment will be planned for including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Learning support assistants, learning support teachers and external agencies will be employed to support children with Additional Learning Needs, as outlined on their Individual Education Plans.

Learning Support Assistants will support identified Basic Skills pupils individually and with group intervention programmes.

Organisation

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

The resources in each area will be grouped and clearly labelled according to curriculum subject

Writing resources will be available for use at all times and will be centrally accessible

Book corners will be comfortable and attractive

Labels and posters should, wherever possible, reflect the language diversity in the school

Pupils will be involved in the maintenance and care of all equipment and resources.

Differentiation

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher/adult support

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching.

Record-Keeping and Assessment

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning.

Record-keeping and assessment procedures are defined in the school's Assessment and Marking Policy.

Resources

Each classroom will be equipped with a basic set of resources and books appropriate to the age range.

Specialist resources will be stored in the appropriate curriculum resources cupboard/library and will be regularly audited by the curriculum co-ordinator.

Consumables will be replenished as necessary by the Class Teacher.

Staff may contact curriculum co-ordinators with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely with care and respect, and with regard for Health & Safety as well as 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.

Learning Processes

Children enter school at different stages of development. Children learn in different ways and at different rates. In the course of learning children develop their skills through a variety of processes which include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem solving
- Making choices and decision-making

At Cosheston VC School opportunities are organised to allow pupils access to these processes and for them to develop their own strategies to gain knowledge and skills.

Learning Styles

Children learn in a variety of ways and for this reason it is necessary to ensure that planning incorporates as many styles as possible and can include:

Individual learning

Collaborative learning in small groups or pairs

One-to-one learning with an adult or more-able pupil

Whole class

Independent learning

We are also developing the principles of “Values Based Education” which are:

Appreciation

Caring

Co-operation

Courage

Freedom

Friendship

Happiness

Honesty

Hope

Humility

Love

Patience

Peace

Quality

Respect

Responsibility

Simplicity

Thoughtfulness

Tolerance

Trust

Understanding

Unity

We aim to achieve this by:

Role of Governors

It is the governors' role to monitor and review this policy and its practise through:

- Regular visits to over see the delivery of their scheduled subject
- Reporting to the Head Teacher and teachers
- Reporting to the curriculum sub-committee
- Reporting to the full Governing Body

and as detailed in the Governors' Document:

- To receive reports from the Head Teacher and/or the Teacher Governor
- To attend INSET training days organised by the school
- To receive reports from the Head Teacher on relevant issues, in particular Health & Safety and to follow up any relevant issues
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

Role of Parents

Parents are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive
- Ensuring that their child arrives at school punctually and regularly
- Sharing with the teacher any problems in school that their child is experiencing
- Supporting their child by attending Open Evenings and other meetings
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan and any Special Educational Needs processes
- Ensuring that all contact address and telephone numbers are up to date and correct
- Agreeing to and supporting the school's homework policy
- Attending all medical and health interviews when invited
- Responding to letters sent home from school
- Informing the school or reasons for their child's absence
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour
- Supporting extra-curricular activities such as visitors to school, concerts, visits etc.

Role of the Community

The community is invited to support the school by:

- Contributing to activities such as assemblies, artistic events, specialist outings and clubs
- Presenting themselves as positive role models to be emulated
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills
- Supporting school events
- Voluntarily helping in classrooms

Role of the School

In relation to each of the above roles the school will reciprocate by:

- Responding to all offers of support as far as it is able
- Respecting all information given in confidence
- Giving clear information on the aims and objectives of the curriculum and school procedures
- Setting up curriculum meetings
- Giving reasonable/appropriate access to teaching staff
- Working in partnership with parents and guardians to ensure the success of their child and encouraging parental involvement in working out the way forward for their child's educational future.

Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

It will be reviewed by September 2015.

Signed: (Head Teacher)

Signed: (on behalf of the Governing Body)

Date

Review Date: