



Crockerton Church of England Primary School

Potters Hill, Crockerton, Warminster, Wiltshire, BA12 8AB

Web: www.crockerton.wilts.sch.uk Tel: 01985 212168

Headteacher: Mrs Nic Ilic

VISION STATEMENT

Together we learn and grow, beyond expectations, guided by our faith and values.

Teaching & Learning Policy

This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.

Written	November 2018
Reviewed	September 2020
Author	Headteacher
Next Review	September 2021

We are committed to safeguarding and promoting the welfare of children and young people

Aims of the policy

This policy outlines the approach to teaching and learning in our School and underpins all other policy documents. We believe that learning should be a lifelong process which should be a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners and to be able to make informed choices about the important things in their lives. Therefore through our teaching we aim to:

- enable children to become independent and confident learners;
- help children achieve their full potential in terms of academic progress, aesthetic appreciation and spiritual awareness;
- help children to develop positive relationships with others and work collaboratively in a variety of situations;
- show respect for all races and cultures and, in doing so, to promote positive attitudes towards other people;
- foster children's self-esteem and help them build positive relationships with their peers and adults;
- 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;
- encourage children to take pride in their work and the work of others.

Effective teaching

Teaching is best when:

- lessons are planned effectively with clear objectives and success criteria that are shared with all children or generated with the children;
- the teacher has good subject knowledge and understanding;
- teachers use a range of teaching methods (see below) which enables all children to learn effectively;
- all staff have high expectations and show trust and respect for the children;
- pupils are well managed and high standards of behaviour are the norm;
- pupils' work is assessed throughout the lesson and is used to inform future planning and provision;
- the teacher makes efficient use of time and resources, including TA support;
- classrooms are attractive and stimulating learning environments (see below) which promote the children's independent use of resources and display high quality work; and prompts which reinforce learning;
- homework is used effectively to reinforce and extend learning.

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. We take into account these different ways of learning when planning teaching and learning styles.

We offer opportunities for children to learn in different ways these include:

- investigation and problem solving;
- research and finding out;
- working in a group, pairs or whole-class;
- independent work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching media; responding to musical and recorded material;
- designing and making things;
- participation in athletic or physical activity;
- after school clubs;
- guest visitors and performers;
- access to relevant resources.

The Learning Environment

A stimulating learning environment sets the climate for learning. Display is used in School to create an attractive and stimulating learning environment and is changed regularly to ensure the classroom reflects the topics being studied by the children. Displays should be used to:

- celebrate success;
- support class organisation; labelled resources, visual timetables etc;
- promote independence by providing prompts for when children need support;
- support learning – working walls (English and Maths), presentation examples, interactive and challenging displays.

Effective Assessment

Assessment is an integral part of the teaching and learning process and as part of good teaching teachers observe, assess, reflect and review the achievements of the pupils on a daily basis. The children are involved in this process by the encouragement of self-assessment and target setting.

Formative assessment is a process which refers back to the learning objectives and success criteria shown to the children in lessons. Children are given feedback on their work to help them identify the next steps in their learning. These next steps may also link to the children's targets in English and Maths.

Assessments are also used to identify gaps in learning and to determine whether an intervention needs to be used. Summative assessment will be analysed for trends and used as a tool to identify areas for development in order to maintain standards. Summative assessment is appropriate to the needs and age of the children and will include KS1 AND KS2 SATs, phonics screening; multiplication tables and achievement of GLOD in the EYFS – feedback is given to parents for all of these.

Role of Curriculum Subject Leaders

Curriculum Subject Leaders are responsible for leading the development and teaching of their subject. They offer support to colleagues, informing them of any developments, monitoring progress in their curriculum area and purchasing resources.