

Holymead Primary School

Teaching and Learning Policy 2022

Rationale

At Holymead Primary School our pupils receive a broad and balanced curriculum through a range of teaching styles and approaches to learning so as to enable them to achieve their full potential.

We will be driven by our strapline:

Nurture, Inspire, Achieve

Curriculum Intent

We want our pupils to achieve high quality outcomes, including high quality statutory outcomes, through a broad, balanced, inspiring (creative, fun, exciting) curriculum.

Purposes/Aims:

- To provide a range of learning experiences through a challenging, well- structured, sequential and progressive curriculum
- To provide a range of learning experiences that are engaging, challenging and appropriately paced
- To create a stimulating environment that promotes active learning
- To provide for the individual needs of all children following the school's Equal Opportunities Plan and individual education plans
- To ensure all children progress and achieve their potential
- To enhance children's development through a variety of teaching and learning styles
- To ensure that reasonable adjustments are made to allow children with Special Educational Needs and Disabilities (SEND) to thrive
- To welcome and encourage parents/ carers to be fully involved in their children's learning
- To work with other agencies to benefit children's learning and well-being.

Guidelines to effective teaching and learning:

We will use a variety of organisational strategies and teaching styles to ensure that learning intentions are fully achieved.

Organisation may include:

- Whole class
- whole year groups
- ability sets
- ability groups
- mixed ability groups
- friendship groups
- pairs of children
- individual

Teaching and learning styles may include:

- Investigation and problem-solving
- research and discovery
- asking and answering questions
- use of media and IT
- creative activities
- debates and oral presentations
- physical activities

Differentiation (may be delivered through):

- Differentiated activities and tasks
- Resources and equipment (including digital aids and equipment)

- Level of focused adult support
- Scaffolded templates
- Writing frames
- Word banks
- Sentence starters
- Peer support and collaborative learning (carefully selected pupils for partner work and group work)
- Reasonable adjustments as part of an individual's agreed support plan (e.g. IEP)
- Translations

How we will achieve these aims:

- All staff work to become effective practitioners who have high expectations of the children building on what the children already know and catering for individual needs as appropriate
- Staff will structure and pace teaching so that children understand what is to be learnt
- Support staff will be deployed to maximise and support children's learning
- Staff will value children's achievements and celebrate their success
- Staff will make full use of a range of resources to make learning engaging and enhance children's development, making the curriculum vivid and relevant
- Staff will update their knowledge and skills to enhance their teaching through Continuing Professional Development and Performance Management
- Staff will broaden their teaching experience by working across the school in different key stages and year groups
- Staff will plan collaboratively to share ideas and expertise
- Staff will follow the school's Behaviour Policy to promote good behaviour and a positive learning environment
- Staff will follow the school's PSHC Policy to encourage children to develop into positive citizens
- Plans and work will be monitored to ensure coverage of a broad and balanced curriculum
- Work will be set to meet the learning objectives of national curriculum documents and the school's curriculum overview and guidelines. There will be scope for teachers to adapt and expand plans to target individual needs
- Staff will work with parents/carers as partners. See Homework Policy and Home/School Agreement
- Assessment will be an integral part of planning and teaching. Staff will follow the guidelines in the Assessment Policy to ensure that children's individual needs are met and that progress is being made
- Children will be given access to outdoor opportunities and off site visits and their learning will be enriched for example by special focus weeks, guest visitors, workshops and clubs as appropriate.

Monitoring, Evaluation and Review

- Staff will be involved in monitoring the effectiveness of this policy. This will involve self-evaluation and reflection.
- The Head, Deputies, Subject Leaders and Team Leaders will monitor and evaluate teaching and learning and feedback appropriately.
- Monitoring of EYFS profile levels, statutory tests, teacher assessments and whole school or cluster moderation of work will help evaluate the quality of teaching and learning.
- Children's opinions about their experiences will be sought and considered.
- Governors will follow the Governing Body Monitoring and Review Programme (See Governors' file) and receive feedback from staff as appropriate
- This policy will be reviewed biannually.

Date: January 2022

Review: January 2024

Article 28: All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

