



'We strive to improve heart and mind'
Cor et Mentem Colere Nitimur

At Chilton Foliat Primary School we honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires children to develop a thirst for knowledge. This is delivered in a safe, supportive and nurturing environment promoting self-discipline, motivation and excellence in learning. We encourage strong partnerships and positive relationships amongst pupils, parents, carers and the wider community.

Teaching and Learning Policy

1. Introduction

At **Chilton Foliat** 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 Growth Mindset skills and the knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2. Aims and objectives

2.1

We believe that children learn best through a topic based approach, whilst taking into account that learning for pupils in EYFS is equally as powerful when pursuing their own interests. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

This policy seeks to:

- Meet the needs of pupils effectively by offering a range of approaches to teaching and learning and use of resources which promotes consistency and high standards.
- Meet the needs of staff by offering relevant CPD opportunities.

2.2

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.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Develop conscientious young citizens of our multi-cultural society who are tolerant and respect others' values.
- Enable children to understand their community and help them feel valued as part of a community.
- Help children grow into reliable, independent and positive citizens based on British values.
- Create a happy, caring, secure and purposeful working environment which will enable children to develop fully as the 'whole child'; culturally, socially, physically, intellectually, emotionally, spiritually, aesthetically and morally.

3. Effective learning

3.1

We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. (For example: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective). We take into account these different forms of intelligence when planning teaching and learning styles.

3.2

We offer opportunities for children to learn in different ways in a supportive learning environment. These include:

- Investigation and problem solving
- Cross curricular links
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole-class work
- Asking and answering questions
- Use of the computer
- Fieldwork and visits to places of educational interest
- Creative activities
- A range of media
- Debates, role-plays and oral presentations
- Designing and making effects
- Participation in athletic or physical activity

3.3

We encourage children to take responsibility and to reflect on their own learning.

4. Effective teaching

4.1

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum through the use of a skills based curriculum, ensuring we

differentiate accordingly and share learning intentions appropriately. We use a skills based curriculum to guide our teaching. Within our planning we also set out the aims, objectives and values of the school and details of what is to be taught.

4.2

We base our teaching on our knowledge of the children's attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability, including the use of ICT to support their learning where appropriate. We have high expectations of all children, and we believe that their work here at Chilton Foliat is of the highest possible standard.

4.3

We set academic targets for all the children and we share these targets with children and their parents. We review the progress of each child and revise targets accordingly where appropriate throughout the year.

4.4

We plan our lessons with clear learning objectives. Our lesson plans contain information about the differentiated tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify our teaching appropriately in the future.

4.5

Each of our teachers has a good working relationship with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunities to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct at the start of the academic year. We expect all children to adhere to these rules that we jointly devise 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 expect good behaviour at all times, however guidelines for sanctions are outlined in our school behaviour policy if required.

4.6

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. Clear guidelines are followed for these activities to ensure the safety and well being of pupils and staff. All trips are risk assessed using EVOLVE.

(Please see Wiltshire Council's Health and Safety manual and the Chilton Foliat School Handbook).

4.7

All our teachers reflect on their practice and plan their professional development needs accordingly. We strive to support our teachers in enhancing their skills, so that they can continue with their professional development.

4.8

At Chilton Foliat School, we value our teaching assistants, their skills and support they give teachers throughout the school. Teaching assistants have a fundamental role in school life and the education of the individual pupils in the following ways:

- Work as part of the school team
- Take part in continual professional development
- Communicate effectively to all members of staff in written or verbal form in an explicit manner to enhance knowledge and development of each child
- To engage in any appropriate or necessary meeting
- To be prepared each day to support pupils in lessons planned by the teachers
- To engage pupils in learning as directed by the teachers
- To be aware of the individual needs of pupils, support pupils accordingly and to update individual education plans when necessary and mark work if working with a group.
- To be involved in the teaching of pupils at the beginning of lessons and support where appropriate and directed by the teacher
- To take initiative
- To run interventions when appropriate

4.9

We conduct all our teaching in an atmosphere of trust and respect for all.

5. Effective governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular, they:

- Are critical friends offering support to teachers?
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor the learning environment in the light of health and safety regulations;
- Challenge and support how effective teaching and learning strategies are in terms of raising pupil attainment through data analysis, Head Teacher reports and subject leader meetings.
- Ensure that staff development and performance management policies promote good quality teaching;

- Monitor the effectiveness of the school's teaching and learning policies through the school's self-review processes. These include Subject Leaders Annual Statements and the headteacher's reports to governors, as well as a review of training sessions attended by staff;
- Share expertise with teachers and pupils.

6. Effective partnership with parents

6.1

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

- Holding parents' information evenings, when appropriate, to highlight teaching and learning in different curriculum areas;
- Holding open afternoons and family learning sessions to which family members are invited to come and work with their children in school;
- Holding parents' evenings in the autumn, and spring terms and an open afternoon in the summer term for individual parents to review their children's progress and discuss ways in which they can support their child's learning at home;

- Sending information to parents at the start of the autumn, spring and summer terms in which we outline the topics and concepts that the children will be studying during that term at school;
- Sending regular school newsletters to inform about issues and events in school;
- Sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- Explaining to parents how they can support their children with homework.
- Using technology such as texting, emailing and our school website to inform families of events, successes, concerns or home learning;
- Informing parents of useful information (e.g. targets & upcoming events) through reading record books and homework diaries.

6.2

- We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to fulfil the requirements set out in the Home School Agreement. (*See Appendix 2*).

7. Monitoring and review

We are aware of the need to review the school Teaching and Learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

This Teaching and Learning Policy will be reviewed annually.