

MILFORD PRIMARY SCHOOL

TEACHING AND LEARNING POLICY



Vision Statement

Milford school sits at the heart of the community, where all involved strive for excellence. Each child is supported in their learning journey and the fulfilment of individual potential.

Care, share, respect and learn

September 2016

1. Introduction

1.1 Through our school aims, we endeavour to provide the children with the necessary skills, knowledge and understanding to make informed choices about the important things in their lives. The Teaching and Learning Policy will contribute to, and reflect, the overall school aims. It encompasses the curriculum to which children at Milford Primary School are entitled. At this school 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. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

1.2 Milford School aims to:

- To raise standards of achievement in all aspects of pupil development through the school.
- To develop each child's desire to achieve.
- To develop and communicate an ethos of high expectation throughout the school community.
- To provide a rich and varied learning environment, that allows children to develop their skills and abilities, working towards achieving their full potential.
- To develop skills enabling children to deal with challenges and change.
- To develop a child's self confidence and feeling of self worth.
- To provide children with a purpose and context for their learning.
- To promote a caring and considerate attitude towards each other within the community.
- To foster the tolerance of opinions and beliefs of others.
- To engender social skills that enable children to work and communicate effectively with others.
- To promote independence.

1.3 We believe:

- Quality learning is a result of quality teaching, which is itself informed by regular assessment, and oral and written feedback.
- Quality learning is enhanced by a variety of teaching styles and strategies.
- Children and teachers value learning, the development of learning skills and the acquisition of knowledge.
- To learn, children must be involved in their own learning and understand what they need to do to improve.
- All staff have high expectations of children in terms of their learning.
- All children should be encouraged to develop enquiring minds.
- Children should be encouraged by all staff to become increasingly independent learners.
- Parents and carers have a crucial and constructive role to play in developing their children's learning.

These are the beliefs and values that stimulate teaching and learning.

2. Ethos

2.1 At Milford Primary we endeavour to create a positive context for learning by:

- Fostering a caring and considerate environment where all children feel safe.
- Providing good role models through the way that we interact with all adults and children, at all times, and in all places.
- Developing classroom environments in which children feel valued, respected and safe.
- Creating an environment where it is acceptable to make mistakes and be challenged by their learning.
- Involving all pupils in the way the school is run, through class and school councils, in order to make them feel that their opinion is valued.
- Providing exciting opportunities for learning, which enrich the curriculum and include after-school activities, visits and input from the wider community, including religious speakers, arts performers and representatives from the sporting bodies.

3. Environment

3.1 The environment the children work in plays a crucial role in the way they learn. We strive to provide a stimulating environment conducive to learning. This is achieved by:

- Creating defined areas in classrooms and keeping the classrooms tidy.
- Organising environments which set an example for children.
- Creating classroom environments that embody a range of displays that are bright , stimulating and celebrate all children's work, as well as promoting learning.
- Ensuring that drinking water is available in all classrooms, promoting nutritious school dinners and encouraging healthy snacks at playtime in order to contribute towards good physical and mental health.

4. Classroom Management

4.1 All staff at Milford Primary make a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our staff follow the school policy with regard to discipline and classroom management

4.2 We acknowledge that well managed classrooms are characterised by a range of other features, which we strive to achieve:

- There are established daily routines and ways of working e.g. register, lining up, tidying away and wet playtimes.
- Children are given a sense of responsibility.
- Resources are well maintained and well presented.
- Teachers are prepared for lessons, including the organisation and preparation of teaching aids / resources.

5. Pupil Management

5.1 All adults take responsibility for maintaining standards of behaviour for **all** children in the school community.

5.2 All adults are expected to insist upon and maintain high levels of whole class good behaviour when moving around the school, in the school hall and in the playground e.g. assembly time, lining up on the playground and walking into the school.

5.3 The school standards of behaviour are maintained when on educational visits outside school, including sporting events and when outside visitors come into school.

6. Effective Teaching and Learning

6.1 When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

6.2 We base our teaching on our knowledge of the children's level of 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. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's provision map. We have high expectations of all children, and we believe that their work should be of the highest possible standard.

6.3 We plan our lessons using learning objectives from the National Curriculum Programmes of Study and Early Learning Goals. Intended learning outcomes are communicated clearly and in an age appropriate way, to children of all ages so that they know what the teacher is looking for and why.

6.4 The medium term plans for English and Maths are modified, as appropriate, to allow for cross curricular links and to meet the learning needs of the class, including reception children. As the children are in mixed age classes long term planning ensures that all children experience the full curriculum without repetition of content.

6.5 Through our planning we offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole class work
- asking and answering questions
- use of the computer
- fieldwork and visits to places of educational interest
- creative activities
- watching television and responding to musical or downloaded material
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity;
- through visitors.

6.6 We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in the way best suited to them:

Visual
Auditory / orally
Kinaesthetically

6.7 Therefore, we endeavour to take account of these different learning styles when planning and teaching.

6.8 We involve children in the learning process and encourage them to develop self-assessment skills, so that they can take greater responsibility for their learning. We make regular evaluations of lessons so that we can modify and improve our teaching and also inform future planning. Effective marking and verbal feedback provides an invaluable guidance on how well children are doing and what they need to do in order to improve.

6.9 We set academic, and where necessary, behaviour targets for children in each academic year. We review the progress of each child regularly and set revised targets in reading, writing and maths termly. These targets are used to inform planning and may be shared with pupils as part of the assessment for learning process and with parents during parent consultations. We recognise that targets may be ambitious and not merely forecasts based on where a child is.

7. Review

7.1 The policy will be reviewed in line with priorities stated in the School Improvement Plan.

Autumn 2016

Signed (Chair of Governors) **G. Taylor**

Next review **Autumn Term 2018**