



Upper Beeding Primary School

Teaching and Learning Policy

January 2020

We encourage every individual to be the best they can be; to be ambitious in their learning, welcoming every opportunity and enjoying every challenge so they can confidently embrace the future.

What is the purpose of our policy?

The purpose of our policy is to ensure pupils' learning is developed continuously and progressively to a high standard. Within this policy we intend to set the context for all other curriculum policies and in doing so provide a clear statement of the practice which will help us achieve our whole school aims. It will also enable teachers to reflect on their work in an informed way and it is an essential tool for informing governors and parents about the ethos of the teaching and learning at Upper Beeding Primary School.

How we will use our policy?

We will use this policy to recognise, celebrate and acknowledge success throughout the school. This policy will help shape, monitor and evaluate excellent practice and will ensure a consistency of approach across the whole school. It will allow us to evaluate and improve on current practice as well as giving clear guidelines of excellent practice to new and existing staff.

At Upper Beeding Primary School we believe children learn best

- when there is a positive atmosphere throughout the school
- when they are happy and secure
- when they feel valued
- when they are motivated and stimulated
- through practical, first hand experiences
- through an investigative approach
- through creative and imaginative expression
- when given opportunities for independent learning
- when given opportunities to work collaboratively
- when there are clear, achievable goals
- when given opportunities to practise and reinforce previously learned skills in appropriate situations
- when all children have equal opportunities
- when there is consistency in the teaching
- when teachers have high expectations
- when parents are actively engaged in the learning process
- through celebrating effort and achievement

At Upper Beeding Primary School we believe teachers teach best ...

- when work is thoroughly planned to meet the needs of the children and provide for the full ability range of the class or group
- when children have opportunities for first-hand experience and are encouraged to use their local environment
- when there is a stimulating, positive, happy atmosphere within the classroom
- when the classroom is well managed and organised
- when children and teachers are given time
- when there is good communication and teamwork among all teaching and support staff

- when teachers are encouraged in their endeavours and have a positive attitude towards their own work
- when children are given a broad and balanced range of activities to ensure a relevant curriculum
- when the chosen themes for cross-curricular learning are interesting and challenging
- when there is a good supply of readily available resources
- when regular assessments (observations and records) are made to inform future planning
- when parents are actively involved in children's education

What are we doing at Upper Beeding Primary School to promote excellent teaching and learning?

At Upper Beeding Primary School we believe that teaching and learning is a strength of the school.

1. THE LEARNING ENVIRONMENT

The learning environment is vital in ensuring that effective teaching for learning is taking place.

In the School environment if resources are.....

- appropriate and available
- accessible to children and teachers
- the right quality for the task
- easily organised and checked
- allocated planned time for tidying and checking
- sufficient in range to allow children to make appropriate choices from a suitable range
- respected by children and teachers
- used correctly

...then teaching for learning becomes more effective and enjoyable.

In the School environment if space is.....

- used flexibly within given constraints
- used to facilitate group/individual/class arrangements
- used to allow efficient movement/circulation
- organised to best use within the classroom, in work spaces and on table tops
- monitored for effective use

.....then teaching for learning becomes more effective and enjoyable.

In the School environment if the organisation of pupils, staff and work is....

- purposeful
- providing an atmosphere that is sensitive and welcoming
- setting consistent expectations across the school
- building on pupils' experience

.....then teaching for learning becomes more effective and enjoyable.

In the School environment if displays are used to...

- celebrate children's work
- stimulate and motivate
- provide interactive learning
- show a range of abilities
- set standards
- provide relevant information
- share responsibility for shared or communal areas
- make good use of all available space

.....then teaching for learning becomes more effective and enjoyable.

2. ATTITUDES AND BEHAVIOURS

At Upper Beeding Primary School we believe that the attitudes and behaviour of both staff and children is an important part of whole school life. It is vital that we promote positive attitudes and behaviour and insist that we work together to make everybody feel valued and respected within the school.

Children's Attitudes

We believe that children learn most effectively when they are....

- self-motivated
- confident
- secure – personally and socially
- receptive
- interested
- socially responsible
- focused
- positive
- willing
- respected
- happy

Children's Behaviour

We believe that children learn most effectively when they can...

- achieve success
- manage their own behaviour
- reflect and evaluate
- communicate
- listen
- observe carefully and accurately
- collaborate
- persevere and concentrate
- investigate
- problem solve
- understand
- be selective (approaches, skills, resources)
- organise
- work independently
- hypothesise
- apply previous learning and experience
- follow instructions
- use a range of study skills

Teachers' Attitudes and Behaviours

At Upper Beeding Primary School in order to ensure that the above attitudes and behaviours are achieved and maintained it is equally important that teachers' attitudes and behaviour towards all children are positive and friendly. It is important that in order for children to learn effectively and teachers to teach effectively then children must consider teachers to be....

- smiley!
- enthusiastic and interesting
- credible
- able to make you feel confident
- able to treat questions as sensible/value pupils' contributions
- non-patronising
- positive
- well planned/organised
- a good listener

- flexible/purposeful
- sensitive
- understanding
- knowledgeable
- professional in relationships
- fair and honest
- good fun and able to laugh

3. PLANNING

It is important that in order to ensure that effective teaching for learning is occurring teachers need to be aware of the 'whole picture'. It is vital that teachers plan effectively and realistically to ensure that all children are given the opportunities to reach their full potential. At Upper Beeding Primary School we dedicate time and energy to ensure that the planning is thorough and differentiated enough to allow all children to be truly supported or stretched. We believe that the most effective teaching for learning takes place when the planning identifies....

- clear learning intentions
- strategies for learning
- resources
- tasks
- differentiation
- grouping
- use of teaching assistants and classroom helpers
- assessment and evaluation

In order to ensure that planning takes place, as a school we believe teachers must be given time and support. At Upper Beeding Primary School each teaching team meets weekly, allowing staff time to communicate with each other, share ideas, subject knowledge and resources. Each year group is also given dedicated staff meeting time to organise and plan the medium term planning. All staff are responsible for checking and ensuring that the long term planning is up to date and accurate. Each subject leader has an overview of what is being taught across the school in their subject. The planning process at Upper Beeding Primary School is evolving each year and the impact it is having is clearly seen by the effective teaching for learning that is occurring throughout the school.

4. TEACHING FOR LEARNING STYLES

- We believe that all children learn differently and as a result our teaching styles need to be varied in order that all children are given equal opportunity to access the curriculum. Within a given lesson, teachers endeavour to include elements of kinaesthetic, visual and auditory learning
- We believe that drama and role-play is crucial in stimulating and motivating children. Drama is used to bring subjects alive and give children the opportunity to develop their knowledge and understanding through a creative and practical learning experience.
- We believe that teachers have strengths and at Upper Beeding Primary School we use these strengths! We teach together and use specialist teaching to ensure that the children receive the best learning possible.

5. THE SCHOOL CURRICULUM

At Upper Beeding Primary School we believe that the curriculum plays an important part in the type of teaching for learning that takes place at Upper Beeding Primary School.

We firmly believe that in order for effective teaching for learning to take place the curriculum needs to be....

- meaningful
- interesting and stimulating
- child friendly but challenging
- varied
- developing intellectual, personal and social skills
- flexible
- inspiring!!!

Together we create a stimulating,
organised and supportive learning environment.

WHY?

- ☆ We want to be independent and to learn to think for ourselves.
- ☆ We learn best when we have things around the classroom and school to help us.
- ☆ We like to be challenged and interested in what we are doing.
- ☆ We want to be able to find the things that we need easily.

HOW?

Core
values

Ideas displayed
to support us in
our work

Key words on display
related to our English,
Maths and Topic work

Learning
behaviours

Displays and
information around
the school

A tidy and organised
work space

A class noticeboard with
our groups, timetable
and monitors displayed

Class rules that we
have agreed on

Traffic light
behaviour display

Displays and areas in
the classroom for
different subjects

Clearly labelled
resources that we
can find easily

Spaces to put our
belongings

Different types of
writing on display

A class computer area

Rewards displayed
such as house
points, table points
and raffle tickets

Opportunities to
learn outside

A Book Corner

A role play area



We are positive and supportive about our learning.

WHY?

- ☆ We learn best when we feel happy and secure.
- ☆ We want to learn to work and co-operate with others.
- ☆ We want to learn to respect the views of adults and children.

HOW?



We help each other learn in a variety of ways.

WHY?

- ☆ We want to learn to work independently and as part of a team.
- ☆ We want learning to be relevant, practical and fun.
- ☆ We want to participate in a range of activities.
- ☆ We want to achieve highly and do our best.

HOW?

Asking questions

Finding out answers

Working in lots of different ways

Working with lots of different people

Having our work modelled for us

Using scaffolds and frameworks for our work

Being helped and guided in our work

Having visitors in our school and classrooms

Thinking creatively

Focus weeks

Making learning relevant to us

Listening to and talking about different ideas

Giving us the confidence to achieve

Going on trips and visits to places

Being encouraged to always do our best

Working with other adults and children around the school

Community links and using the locality

Using computing to support our learning

Links being made between subjects



We are involved in our own learning.

WHY?

- ☆ We want to achieve to the best of our potential
- ☆ We want to be interested and challenged
- ☆ We want to make decisions on what happens at school

HOW?

Being a House Captain

Talking to the School Council

Being a Sing Up monitor

Being a Digital Leader

Arts Council

Being set work that is challenging and interesting

Sports Ambassador

Eco Council

Asking for help when we need it

Finding resources to support our work

Being told we are doing well and how we can do even better

Using computing to help us

Helping to set and review our targets

Understanding what we are learning and why

Evaluating our achievements

Thinking about what we would like to find out

Problem solving and questioning

Self-evaluating our own learning

Leading and contributing to assemblies

Being rewarded when we do well and try hard

Sharing work we do at home

Assessing the learning of our friends



Reviewed, Adopted and Ratified by:

Staff January 2020

Governing Body February 2020

Date for Review – January 2023