SOUTHWICK C E PRIMARY SCHOOL
POLICY STATEMENT: LEARNING AND TEACHING

Rationale

At Southwick School, we believe in life-long learning where children and adults continue to learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone and should equip children with the skills, knowledge and understanding necessary to make informed choices about their future lives.

Aims

We believe that children learn in a variety of ways and provide a rich and varied learning environment to enable children to develop their skills and abilities to their full potential.
Through our teaching, we aim to:

- provide learning opportunities which inspire, challenge and engage the children;
- enable children to acquire skills and understanding at a pace which is appropriate to them;
- enable children to become confident, resourceful, enquiring and independent learners:
- foster children's self-esteem, helping them to build positive relationships;
- develop the children's self-respect and encourage them to respect the ideas, opinions, attitudes, values and feelings of others;
- show respect for all cultures, thus promoting positive attitudes towards others;
- enable children to understand and feel valued by the communities to which they belong;
- help children grow into responsible citizens;
- encourage children to take a pride in their work and the work of others.

Guidelines

Environment

We strive to make our classrooms positive learning environments. We believe that a stimulating environment sets the climate for learning and an exciting classroom promotes independent use of resources. Therefore:

- Teaching assistants are used as effectively as possible, both in the classroom and to deliver intervention programmes to specified children;
- Adult helpers e.g. members of the school community, work experience placements etc are welcomed in our classrooms;
- Learning walls provide additional support for learning, responding to children's needs e.g. vocabulary, curricular targets etc;
- Displays promote self-esteem through celebrating achievement;
- We ensure that all children have the opportunity to display their work at some time during the year;
- Displays are changed regularly

Effective Learning

We recognise that children learn in different ways and take these into account when planning learning activities. These include opportunities for:

- investigation and problem-solving;
- research;
- independent, paired, group and whole-class work;

- asking and answering questions;
- using ICT;
- designing and making things;
- visits to places of educational interest/visitors to school;
- access to relevant resources.

Effective Teaching

We value each child as a unique individual and employ a wide variety of teaching styles and strategies to ensure that children are engaged in learning and are able to build on their skills, knowledge and understanding to reach the highest level of personal achievement.

We use the school's creative curriculum and the schools value-based approach to learning to guide our teaching. In reception, teachers use the EYFS learning goals. Lessons are planned with clear learning intentions and success criteria that are shared with the children and feedback/feed-forward are linked to these.

Teachers make ongoing assessments of each child's progress, using AfL and subject-based curriculum assessments. This information is used to inform planning lessons. We strive to ensure that planned activities are personalised to meet the needs of all children.
Progress is also monitored throughout the year and data is recorded and analysed to inform future learning

All of our staff make a special effort to establish good relationships with all members of the school community and treat each other with kindness and respect. The children are treated fairly and given equal opportunities to take part in class activities. All staff follow the school's behaviour policy and all children are expected to comply with our school rules to promote the best learning opportunities for all.

The Role of the Headteacher and Governing Body

- To allocate resources effectively;
- To monitor the effectiveness of learning and teaching in order to raise pupil attainment;
- To ensure that staff development and performance management promote good quality teaching.

The role of the Parent/Carer

We believe that parents/carers have a fundamental role in the learning process and that they have the responsibility to support their children. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped appropriately for activities;
- inform the school if their child is experiencing problems outside of school that may affect the child's behaviour or attitude to learning in school;
- support their child by reading with them regularly and by helping them with their homework;
- promote a positive attitude towards school and to learning.

Equalities

All children have equal access to the curriculum regardless of their gender, disability or ability. We are committed to creating a positive learning climate that will enable everyone to reach their potential and work free from racial intimidation or harassment.

Conclusion
This policy should be read in conjunction with those for individual subject areas, assessment and marking.