

Teaching and Learning Policy



Created: June 2016

Agreed by Governing Body:

Review Date: June 2017

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Values Statement

At Deal Parochial Primary School the curriculum is firmly rooted in its Christian foundation: enabling every child to grow spiritually and emotionally; fostering imagination and a deep sense of personal identity and self-worth; providing guidance through the loving example of Jesus Christ.

Mission Statement

Our hope is that each child at Deal Parochial Primary School will develop an appetite for learning that will endure throughout their lives. To achieve this, the curriculum will need to motivate and excite children so that they engage fully in learning, cultivate positive attitudes and relationships, make good progress and fulfil their true potential; living up to our motto - "The best that I can be".

Collaboration

In our school we value the importance of contributing to each other's learning and the effectiveness of true collaboration.

Our Learners will...

- Be able to work with others to produce outcomes that are better than those that could be produced on their own.
- Challenge other people's thinking and be prepared to have their own thinking challenged too.
- Take on different roles and responsibilities in a group and make sure that they make a positive contribution to the effectiveness of the team.
- Use their own and other people's skills to solve a problem in an effective and co-operative way.
- Be part of a learning community where their contribution allows others to feel uplifted.



Collaboration is about...

- Teamwork
- Interdependence
- Co-operation
- Diversity



Our Teachers will...

- Explicitly teach the skills of collaboration.
- Plan opportunities to collaborate with others (children and adults).
- Provide opportunities to explain their reasoning in a range of groups (paired, peers, mixed ability).
- Plan activities that relate to real-life contexts.
- Plan learning which will take place in the local and wider community; making links with outside resources.
- Provide opportunities for children to experience different roles within group work; (all children to experience a leadership role, guided reading, use of lolly sticks, etc).
- Regularly share work and successes with the community (whole school, peers, parents, governors, other schools, and the wider community).
- Celebrate diversity (similarities and differences) between all children.
- Teach tolerance and respect for different cultures, faiths, values and communities. Teach British Value through a planned curriculum as well as planned school events.
- Be proactive in communicating concerns and or reasons to celebrate, with parents, carers and staff.
- Use expertise of outside agencies.
- Listen and communicate with parents, carers and staff.
- Provide opportunities for children to ask questions.
- Ask open questions which extend children's reasoning and thinking.

Creativity

In our school we want each person to be able to think for themselves in order to create new knowledge and to develop the confidence to solve problems.

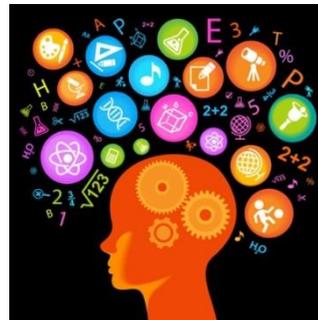
Our Learners will...

- Know how to solve problems. Show that they can come up with their own ideas and that they can develop these.
- Show a curiosity. Want to experiment and test and understand how to do this.
- Develop their own original thinking and outcomes as a result of pursuing their own innovative ways of doing things.
- Want to improve things and always try and improve on previous outcomes, either their own or other peoples.
- Seek to push the boundaries of their understanding through finding out new things and by carrying out their own research



Creativity is about...

- Being Practical
- Investigating
- Exploring
- Problem Solving
- Questioning



Our Teachers will...

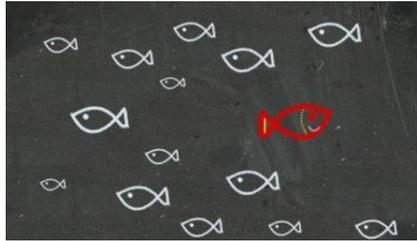
- Plan creative opportunities to solve problems.
- Equip classrooms so that children can self-select resources.
- Give will facilitate opportunities to explore ideas and ask questions.
- Plan for pace and rigor.
- Provide opportunities for self-evaluation and reflection, every day.
- Provide opportunities to learn in different styles VAK (Visual, Auditory , Kinaesthetic)
- Plan a variety of activities; teaching in different styles.
- Use a range of Assessment for Learning (AfL) techniques so that pupils originality and creative thinking is valued.
- Plan opportunities to transfer skills.

Independence

In our school we want each person to be able to have the opportunity to develop their own strengths and talents. We value perseverance and encourage everyone to learn from mistakes.

Our Learners will...

- Take increasingly more ownership in their learning. Showing pride in their work and striving to do better each time.
- Our learners will not give up but use their knowledge and skills to overcome difficulties.
- Think about what they are doing and how they can do their best. Have high expectations of themselves and work hard to improve.
- Try out different ways of learning so that they are confident in their own ability to succeed.
- Make decisions about their learning based on their own judgments and evaluations.



Independence is about...

- Self-Belief
- Confidence
- Self-Awareness
- Personalisation
- Individuality
- Ownership



Our Teachers will...

- Provide opportunities for self and peer assessment.
- Mark work and give constructive feedback with next step responses.
- Plan from the children's own interests.
- Provide space and time for 'children's voice'.
- Have high expectations of all children behaviour, conduct and learning behaviours.
- Provide opportunities to reason and reflect.
- Provide vocabulary word banks and use a variety of strategies to enable children to explain their thinking and reasoning.
- Differentiate.
- Continue to learn and carry out research regarding their own professional development.
- Value different views and opinions; and all children's abilities.
- Create an environment where all children are valued and respected.
- Provide opportunities for independent learning; choice of outcomes and ways to record.
- Opportunities for collaboration and use of talk partners.
- Encourage the use of appropriate resources.
- Assess children regularly to ensure pupils are making progress; where they are not -interventions will be planned to close the gaps.
- Model techniques and strategies for success.
- Encourage children to have self-confidence promoting 'Have a go!' and using humour appropriately.

Spirituality

In our school we value the importance of developing ourselves as unique people; building resilience and being passionate learners.

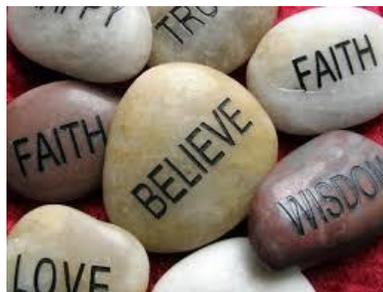
Our Learners will...

- Be responsible for their own progress and development and constantly question themselves.
- Consider what makes them unique and find areas that they have special talents in.
- To develop their own uniqueness as people, know how they learn best and use this to develop a passion for learning.
- To respond to feedback in a thoughtful way. See feedback as helpful and not take it as personal criticism.
- Raise deep and meaningful questions for themselves and think about what the answers might be before making a decision about what they might think.
- Reflect of the life of Jesus and the Bible; and how this can provide guidance.
- Learn about and value different religions and faiths. Be outward looking, knowledgeable and have respect for the diversity within our country and the world.



Spirituality is about...

- Reflection
- Being Forward
- Thinking
- Empathy
- Respect
- Integrity
- Honesty



Our Teachers will...

- Highlight and praise strengths and successes; celebrate achievements.
- plan a broad and balanced curriculum so that all children have a chance to shine.
- Provide opportunities for 'pupil voice' eg questionnaires, diamond nine, through quality marking, using our marking policy.
- Develop opportunities for children to reflect and measure their progress and have it acknowledged.
- Provide opportunities for children to reflect on their own talents and skills
- Enable children to develop their talents and skills further and to share them with others; to communicate this with all stakeholders.
- Build in opportunities for children to experience the 'awe and wonder' in all areas of the curriculum. Promote 'awe and wonder' and the use of the 'Big Questions' e.g. How big is the universe?.
- Every day, teachers will develop the children's emotional intelligence. (SEAL, circle time, SEN role). SEAL/Circle time will be timetabled every week.
- Create a safe environment where children can raise challenging questions and lines of enquiry.
- Set high expectations; expect all children to make progress.
- Provide feedback which is encouraging as well as constructive.
- Teachers will plan opportunities to celebrate diversity.