

# TEACHING AND LEARNING POLICY

## January 2017



### **INTRODUCTION**

#### **Mission Statement**

Highfield Primary School lays the foundations for life by offering a rich, enjoyable and fulfilling experience for all its pupils. It is characterised by a broad and balanced, creatively delivered curriculum facilitated by high standards in English, maths and science. We aim to prepare our children to be citizens of the future – promoting well being through safe, healthy lifestyles and nurturing respect of self and others. Social, emotional, spiritual and cultural development is a priority, ensuring all children feel valued. We are proud of our inclusive ethos.

We have a firm commitment to enable all our children to succeed as well rounded individuals. This is underpinned by strong relationships with parents/carers and the community, enhanced by experiences beyond our immediate environment.

We offer every child the chance to achieve their full potential in a well supported atmosphere that inspires passion for learning and a firm foundation for life – a place where we want to be!

#### **AIMS**

We aim to:

- help children develop lively, enquiring minds with the ability to question and argue rationally, whilst observing and responding to the world in which they live.
- encourage in children the ability to communicate freely both in written and spoken English and develop information processing and evaluation skills.
- nurture an enjoyment of reading.
- give children a good knowledge of the fundamentals of mathematics and the ability to apply that knowledge in everyday situations.
- encourage a scientific curiosity, including the ability to observe, discuss, experiment, analyse, record and reason.
- ensure that all areas of the curriculum are matched to individual pupil's abilities and aptitudes.

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- ensure that children are aware of geographical, cultural, historical and social aspects of a variety of localities in differing times.
- teach and discuss skills in computing.
- give children the opportunity to experiment in Design Technology and develop creative thinking skills
- encourage good presentation and pride in their work.
- provide enjoyment and develop skills in physical activities and creative arts.
- enrich the curriculum with a wide ranging programme of out of school visits and in school visitors.

We also aim to develop:

- personal and moral values including valuing themselves, their families and other relationships, helping them to become responsible and caring citizens.
- good practices for a healthy lifestyle.
- social skills including good manners, acceptable behaviour and consideration for others, so that children can participate positively in the community.
- respect for religious values by developing children's knowledge, understanding and appreciation of their own and different beliefs and cultures and how these influence individuals.
- appreciation of the advantages of living in a free and well-developed society and nurture in the children a concern for people less fortunate than themselves.

### **BRITISH VALUES**

Our curriculum reflects, celebrates and teaches children about diversity. For example, in RE children learn about the four main religions of Christianity, Islam, Judaism and Hinduism. They compare and contrast marriage customs and naming ceremony customs, for example, and have opportunities to visit different places of worship.

Throughout the year we celebrate being part of Britain. In general terms this means we celebrate events such as Christmas, Harvest, Mothering Sunday and Remembrance Day. We have a trip to the theatre at Christmas. School assemblies provide an opportunity to highlight the various aspects of British life and the way we live. In addition, we always take part in key British events such as the Olympics in 2016, the Diamond Jubilee in 2013 and The Grand Depart in 2014. For such events we hold parades, tea parties, concerts and do additional curriculum classroom work about how such events reflect Britain in the world.

### **DEMOCRACY**

The annual election and work of our school council reflects British democracy. Our school council is very proactive in having its voice heard. School council activities have included an environmental project around endangered animals, the great British bird watch, improving play facilities on the school playground and a review of school dinners.

In addition, the school council organises our charity work throughout the year. This includes fun days such as dressing in pyjamas for Children In Need as well as our longstanding work to support Barnados. This fostering of a commitment to charities is another way in which we teach a sense of Britishness.

The school works actively with the education team at Parliament. We entered the Speaker's Awards in 2014 and were chosen to design a flag for Parliament to celebrate the 800 year anniversary of the sealing of the Magna Carta. Our local MP, Fabian Hamilton, visits the school

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regularly, speaking to the school council and attending assemblies. He has also organised visits to Parliament for some of our older students.

### **RULES AND LAWS**

Children are taught the importance of rules and laws and how the ones in school reflect those in our country. Children are taught the reasons behind rules and that they are there to keep us safe and happy. Each class has its own Mission Statement and positive behaviour reinforcements are operated throughout the school. Visits from authority figures in society such as the fire brigade, the local community police officers, doctors, dentists, nurses, MPs and governors demonstrate to children how rules and laws are an integral part of a safe and happy Britain.

### **INDIVIDUAL LIBERTY**

Alongside rules and laws we promote freedom of choice and the right to respectfully express our views and beliefs as an integral part of what it is to be British. Children may choose to take part in our very wide range of extracurricular activities. They have a very broad choice of lunchtime play areas and activities. They are involved in their own learning and respond to their learning by feedback systems and self review of marking. They are taught how to use their choices and freedoms safely through our curriculum in areas such as e-safety, anti-bullying, sex and relationship education and drugs awareness education.

### **MUTUAL RESPECT AND TOLERANCE**

Highfield is a wonderfully culturally diverse school with a highly regarded inclusive ethos and practice. We are a microcosm of British society and we celebrate this. Our children are taught and know how to show respect to everyone no matter what our differences may be. We celebrate this diversity in our curriculum. Examples include our Harmony in diversity weeks, celebrations of different religious festivals throughout the year, the participation of all our children, including those with disability, in all our curriculum activities and the regular staff training we undertake to ensure this inclusive practice remains outstanding.

Behaviours which are contrary to these British values are actively challenged, whether they come from children, parents or staff. Such instances are extremely rare in school and we are proud of the reputation we have in our local community. Rights and responsibilities are promoted throughout the whole school and children follow the school behaviour principals. These are displayed on the school website and in each classroom.

### **EFFECTIVE TEACHING AND LEARNING**

At Highfield we aim to deliver consistently good and therefore outstanding teaching and learning. We believe effective teaching takes place when the teacher provides:

- a well organised learning environment with high quality display
- thoroughly planned lessons based on on-going assessments
- clear expectations of what pupils are expected to achieve
- open ended, thought provoking, challenging questioning
- support for children with differing abilities
- interactive, innovative teaching
- opportunities to review and reflect upon learning

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- active, practical, first hand experiences
- opportunities to talk, question and share
- developmental feedback and constructive criticism of pupils work
- a good balance of individual, group and whole-class teaching
- a good balance of teaching styles which reflects the learners preferred learning style
- links between curriculum areas and to real experiences and situations

Ofsted November 2011

***“Teachers know their pupils extremely well and track their progress very carefully.”***

Assessment ensures more effective teaching by providing the evidence for the closer matching of tasks to the child’s needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Ofsted Nov 2011

***“The quality of teaching is good and sometimes outstanding. Relationships are excellent and teachers make lessons stimulating through role play and the use of ICT. Lessons are often brisk and challenging. The curriculum provides thrilling learning opportunities. As a result there are many examples of high quality work in subjects such as art, history ICT and music throughout the school.”***

### **THE CURRICULUM (Individual policies for each area are available upon request at the school office)**

All children in each Year Group are taught according to the specifications of The National Curriculum 2014. The National curriculum programmes of study are embedded within the school curriculum. Long term plans, broken down into medium plans, are used by each year group.

Ofsted 2011

***“The curriculum is outstanding. It is extremely cohesive and sharply focused on providing meaningful ways for pupils to learn. Themes are frequently centred round very regular visits to places of interest. There are strong links made between subjects which give pupils excellent opportunities to apply their literacy, numeracy and ICT skills.”***

### **ENGLISH AND MATHS**

These core subjects are led by members of the teaching staff and strategically managed by the Deputy Headteacher. Policies are available as well as information in the Assessment Policy.

Other subjects are led by a member of the teaching staff. Policies and long term plans are available on the school website.

### **ASSEMBLIES AND COLLECTIVE WORSHIP**

Collective worship occupies an important and unique place in the life of Highfield Primary School. It provides an opportunity for members of the school community to pause from activity, to gather

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together, to remind themselves of and to reflect upon the beliefs and values which bind the school community together.

Collective Worship is held every day and is an important feature of school life. The organisation of Collective Worship will either take place in the hall as part of a Key Stage Group or in the classroom as a class group. Participation by the children will be encouraged.

- Friday will be a School Celebration Assembly. Parents will be invited to attend when their child has been chosen to be in the Celebration Book.
- Parent will be also be invited to the following events
  - Christmas celebrations
  - Musical concerts
  - Religious festival celebrations
  - End of year assemblies
  - Class sharing assemblies

Collective Worship will take place in the classroom on days when the children are not in the hall. Any parents who wish to withdraw their child from the Collective Worship may do so by written request to the Headteacher.

### **RELIGIOUS EDUCATION (RE)**

Religious Education is taught both during Assembly and as part of the school curriculum. The Local Education Authority (LEA) has also provided a very comprehensive document which gives advice on R.E. The R.E. policy is written in accordance with the LEA agree syllabus of R.E. Details of the school's policy may be obtained on request. We are committed to tolerance and understanding of the different religions represented within our school. Children will visit all the main religious places of worship such as the local synagogue, Sikh temple, mosque and church. The RE syllabus includes the study of significant themes such as marriage in each religion, as well as a celebration of a variety of different festivals.

### **LINKED POLICY DOCUMENTS**

- All subjects
- Assessment
- Behaviour and anti-bullying
- SEND
- Homework
- Marking
- SRE
- Single equalities scheme
- Child protection
- Attendance
- Subject leadership
- Collective worship
- Presentation

This policy was written by the teaching staff and governing body in 2012. Reviewed 2014 and 2017. Next Review January 2021.

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