



CORSHAM REGIS PRIMARY ACADEMY TEACHING AND LEARNING POLICY

Introduction

Date: May 2020

Review Date: May 2022

At Corsham Regis Primary Academy we believe in the concept of lifelong learning and the notion that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Corsham Regis Academy Aims

At Corsham Regis Primary Academy we believe that:

*The child is at the heart of the academy
and is the driving force behind our vision of education.*

We believe that education should be:

- **Creative**
- **Purposeful**
- **Challenging**

We believe children should have the opportunities to:

- Explore the world in ways that suit their individual needs.
- Develop skills for life-long learning
- Develop attitudes and values that will prepare them for life in our varied society.
- Recognise and understand their vital role within society.

Aims and Objectives of the Teaching and Learning Policy

We believe that people learn best in different ways. At our academy we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and aspirational learners;
- provide meaningful learning opportunities which challenge and extend all pupils

- deliver quality first wave teaching with high expectations of what all pupils can achieve
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in doing so, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community and
- help children grow into reliable, independent and positive citizens prepared for life in Modern Britain
- develop the skills of other teachers through appropriate coaching and mentoring work in partnership with parents / carers so that they are able to support children's learning

Effective Learning Indicators

We have identified the following indicators which we believe signify effective learning:

- a secure environment where children's physical and emotional needs are acknowledged;
- clarity about what the children are doing and what is expected of them;
- children on task (actively involved, working at an appropriate pace, applying intellectual, physical and creative effort);
- children who are interested and motivated;
- positive relationships;
- relevant and enjoyable learning which builds on previous experiences and allows children to acquire new skills and knowledge;
- opportunities for children to transfer and apply skills they have acquired;
- opportunities for independent learning;
- confident children who will make mistakes, have a go and ask questions;
- children who know where and how they can get support with their learning;
- children who use the appropriate vocabulary related to their learning;
- a learning environment where individual ideas are shared, respected, valued and celebrated;
- time is given to allow children to reflect on their work;
- all children make good progress;
- children know what they are good at and what they need to get better at and strive to achieve their targets;
- children who understand the skills necessary to be a good learner;
- children who make good use of profound learning experiences to further their own learning;
- self motivated children who take responsibility for their own learning and
- evidence of parental involvement in their child's learning.

Effective Teaching Indicators

We have identified the following indicators which we believe signify effective teaching:

- lessons that are well planned, differentiated and evaluated to inform future teaching;
- valuing and knowing children as individuals;
- teaching that caters for children with a variety of learning styles;
- planning activities that give pupils ownership of their learning and allow them to challenge themselves;

- providing a safe and secure environment which creates, promotes and facilitates learning;
- mutual respect based on British Values;
- clear learning objectives (WALT) and success criteria (WILF) which are shared with the children;
- consistency;
- sharing learning strategies and valuing the importance of learning with parents / carers
- efficient deployment of adults to ensure good progress;
- high expectations of all pupils which do not put a ceiling on what they can achieve;
- effective teaching of reading, writing, communication and mathematics;
- effective management of classroom and resources;
- effective use of questioning to probe pupils' understanding and extend the most able;
- effective use of appropriate models and images;
- effective use of AfL methods to give constructive feedback to children so that they can make significant gains in their learning and to aid further planning/teaching;
- early identification of misconceptions and understanding that mistakes and misconceptions are part of the learning process;
- specific interventions for targeted pupils;
- effective homework used to reinforce and extend learning;
- clearly established classroom routines;
- activities matched to children's needs to promote equality of opportunity;
- effective use of time;
- inspiring teachers who inspire children;
- appropriate subject knowledge;
- effective and positive management of behaviour;
- regular celebrating of successes;
- use of appropriate ICT and new technologies to support both teaching and learning;
- good use of cross curricular links where appropriate and
- the ability to be flexible.

Gifted and Talented pupils

At Corsham Regis we recognise that there are a proportion of children who are capable of particularly high achievement and stand out among their peers. In cases of exceptional achievement, a pupil may be identified as being 'Gifted and Talented.' (G&T)

Class teachers identify such pupils using various sources of information including:

- Summative and formative assessment
- Classroom observation
- Discussions with pupils
- Work scrutiny
- Reading, spelling and mathematical ages

A register is kept by the Headteacher of all pupils who have been identified as G&T. This register is reviewed and updated annually.

Organisational and in-class approaches to extend High achievers and G&T pupils

Important strategies include:

- The provision of enrichment /extension / mastery activities within the framework of age appropriate objectives and tasks rather than progressing on to the next year's objectives.
- Differentiation within all subject areas.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Homework should include different ways for pupils to demonstrate their learning. In some instances more challenging homework could be set.
- The provision of opportunities for high achieving pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with younger and older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability through planned activities provided by other institutions.

Out of class activities for High achievers and G&T pupils

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- School clubs
- Musical and sporting activities
- Special days organised within the school for high achieving children in a particular subject.
- Signposting to clubs or organisations in the local community

At Corsham Regis we also recognise that some children need extra support to access the curriculum.

At Corsham Regis we believe in providing every possible opportunity to develop the full potential of all learners. Our aim is that all learners with special educational needs participate in activities compatible with the efficient education of other learners and the efficient use of resources. All learners will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All learners are valued and their self-esteem promoted within the ethos of the Academy. We work in close partnership with parents/carers who play an active and valued role in their child's education.

At Corsham Regis we strive to;

- To identify and monitor learners individual needs at the earliest possible stage so that their attainment is raised.
- To plan an effective curriculum to meet the needs of learners with special educational needs and ensure that the targets set on their 'My Support Plan' and EHCP are specific, measurable, achievable, realistic and time related.
- To ensure that we put the learner at the centre of all teaching and learning.
- To involve learners in the identification and review of the targets identified in their EHCP and to ensure that their views are collected and meaningfully used.

- To work in close partnership with parents/carers of learners who have special educational needs and ensure that their views are collected and meaningfully listened to.
- To raise the self-esteem of learners having special educational needs acknowledging the progress they have made.
- To ensure that all who are involved with learners are aware of the procedures, for identifying, supporting and teaching them.

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.