Athelstan Community Primary School
Teaching and Learning Policy

RATIONALE
Effective teaching and learning is the principal purpose of Athelstan Community Primary School. It is at the heart of securing high quality educational provision. It underpins the successful delivery of a broad and balanced curriculum, which meets students' needs and goes beyond statutory requirements. Athelstan Community Primary School continues to focus on teaching and learning, is fully committed to supporting students and staff, promotes enjoyment of and a quest for learning, and endeavours to secures high standards of attainment and progress for all.

PURPOSES
♦ To agree and implement a whole school approach to effective teaching and learning.
♦ To provide opportunities for all students to enable them to fulfil their potential in terms of academic attainment, aesthetic appreciation, spiritual awareness and personal development.
♦ To provide a basis for identifying teachers' strengths and supporting professional development needs and advising departmental and whole school planning.
♦ To emphasise the significance of key skills across the curriculum.
♦ To promote Athelstan Community Primary School as a active learning community.

GUIDELINES
To achieve all this, all staff agree to use the criteria set out below to inform:
♦ Lesson planning and delivery.
♦ Extra curricular activity.
♦ Curriculum management decisions.
♦ Monitoring and evaluation of teaching and learning.
♦ Whole school policies.

CRITERIA
We agree that teaching and learning requires:
A school community which:
♦ Encourages, praises and positively reinforces good relationships, behaviour and work between all cultures, races and genders.
♦ Values and encourages teamwork.
♦ Is positive about change.
♦ Promotes trust, security and high self-esteem.
• Promotes high aspirations of all staff and students

Appropriate attitudes:
♦ Well-motivated enquiring students, who are willing to show initiative, take responsibility for their own learning and respond positively to challenge.

♦ Students who show a zest for learning, are able to sustain concentration, apply themselves and develop their capacity for personal academic and social development.
♦ Involvement in and enjoyment of individual and collaborative learning.
♦ Learning from mistakes and responding positively when wrong.
♦ Willingness to ask and answer questions, join in discussion and have confidence in dealing with the subject.

Positive Behaviour and Relationships:
♦ Respect for people and property.
♦ Constructive relationships with all members of the school community.
♦ Active participation and commitment to working together in lessons, and support for one another in all school activities.
♦ A willingness to appreciate what others have to say, and respect for views and ideas different from their own.
♦ Consideration for other people's feelings, values and beliefs.

Personal Development:
♦ Progress in knowledge, key skills and understanding.
♦ Positive response to shared learning objectives, feed back on performance and target setting.
♦ Confidence in working independently, and collaboratively to solve problems.
♦ Perseverance.
♦ High self esteem.
♦ Confidence to articulate views and beliefs.
• Working towards becoming active citizens within their community
♦ Commitment to improve.
♦ Pride in presentation.
♦ Taking increasing responsibility for learning.
♦ Attending regularly, being punctual and reliable, ready to begin lessons on time, being organised and bringing necessary equipment.
♦ Reflecting on performance, setting new goals and targets for personal progress.

A Supportive Learning Environment which:
♦ Is secure and where everyone feels safe physically and emotionally.
♦ Promotes concentration.
♦ Is well resources and where resources are effectively deployed.
♦ Gives scope for practical and group working.
♦ Encourages an effective use of development of key skills.
♦ Makes effective and efficient use of space.
♦ Provides support for individuals.
♦ Supports understanding and preparation for transition between Key Stages.
♦ Prepares children for lifelong learning.
• Is positive

We agree that effective teaching requires:

Secure knowledge and understanding of the subject(s) including:
♦ Knowledge and understanding of subject specific concepts, skills and syllabuses/specifications.
♦ An understanding of progression from the EYFS curriculum through to Key Stage 2 and beyond into early KS3.
♦ Knowledge and ability to teach the key skills required
♦ A working knowledge of ICT and understanding of the contribution to and implications for their age group of the new technologies.
♦ Confidence in delivery.

Appropriate planning, teaching and class management strategies including:
♦ Good quality planning which specifies learning objectives and outcomes which teachers share with students.
♦ A range of teaching strategies which meets those learning objectives and pupil learning styles which are creative and fun.
♦ Group strategies, and the promotion of thinking and study skills.
♦ Setting tasks for class work and homework (as appropriate to the age of the child), which challenge students, ensure high levels of interest, support progress and allow for consolidation of learning.
♦ Provision of opportunities to contribute to students' personal, spiritual, moral, social and cultural development.
♦ Facilitation of opportunities to develop students' wider understanding by relating their learning to relevant contexts.
♦ High expectations of work and behaviour.
♦ Ensuring each student has the opportunity to achieve his or her potential.
♦ Effective questioning, purposeful intervention and analysis of student response.
♦ Good pace and effective use of teaching time.
♦ Good classroom management.
♦ Promotion of self-esteem in individuals and securing of positive and productive relationships.
• All support staff are an integral part of the planning and assessment process

Formative assessment of students' work including:
♦ Marking and monitoring of students' classwork and homework.
♦ Provision of constructive oral and written feedback, as appropriate to the age of the child.
♦ Setting clear targets for students' learning which takes account of prior attainment.
♦ Rewarding achievement.
♦ Using assessment effectively to identify students who need positive and targeted support.
♦ Awareness of the SEN Code of Practice.

An approach to professional development which ensures that teachers:
♦ Evaluate their own teaching and development needs.
♦ Have up to date and relevant knowledge.
♦ Value and make use of accurate data.
♦ Understand their professional responsibilities.
♦ Have access to high quality professional development.

Agreed by all staff Feb 2015

Review due September 2018