

# COPPICE SCHOOL



## **Teaching and Learning Policy – Values Statement**

***“The important thing is not so much that every child should be taught.  
Every child should be given the wish to learn.”*** John Lubbock

We believe that pupils at Coppice have the right to an education, which is inclusive and allows all to realise their potential. We understand the importance of working in partnership with parents, carers and extended families and acknowledge that education is not a job the school can do without this vital support. School should be a happy and enjoyable experience where pupils feel safe, challenged and able to meet that challenge. Pupils should understand their role in the wider world and their responsibilities to this world where all are considered equal and respect and tolerance freely demonstrated.

We believe that it is our responsibility to enable children to become independent and confident. Our aim is that all pupils at Coppice Primary School develop the skills necessary to become life long learners. They will learn to value themselves and others. They will be inspired and enthused by the challenges we present to them and feel secure and supported enough to try new and challenging experiences. School should be fun; not about acquiring information for the sake of it but about opening doors and visualising new possibilities.

School should provide access to a broad and balanced curriculum, both academic and social. Pupils should experience new and varied challenges and look to meet them with the support of their peers. Pupils should be educated, in partnership with parents and carers, to be safe online and understand how they can keep themselves fit and healthy. It is our role, as educators, to enable pupils to envisage the boundless possibilities that lie before them and enable them to strive to achieve.

### **Curriculum**

We believe that the curriculum is underpinned by the need to develop independent, respectful learners, who are good communicators, engage in problem solving and can think creatively. Our pupils will be engaged and enthused by an enquiry-driven curriculum, which enables all learners to acquire and apply knowledge and understanding through analysing, evaluating and synthesising.

Coppice Primary school is a place of reflection, where classroom practitioners are responsible for adapting and refining materials, methods and approaches to teaching and learning, and pupils are empowered to review and plan their learning journey.

The responsibilities of all stakeholders at Coppice are outlined below;

### **Effective Learning**

We recognise that people learn in many different ways and we have a responsibility to develop strategies that allow children to learn in ways that both suit them and develop all learning styles. We ensure that in our planning we facilitate and offer a variety of learning styles and strategies. These include:

- Investigating and problem-solving
- Researching and finding out
- Analysing, evaluating, applying and synthesising
- Independent/paired/group/whole class work
- Asking and answering questions
- Using ICT
- Visits to places of educational interest/residential/learning outside the classroom.
- Listening to and participating in activities provided by outside visitors.
- Watching DVDs and listening to CD's and pod casts and responding to these.
- Participating in assemblies and performance.
- Debates, role play and oral presentations
- Being creative by participating in drama, artistic expression, singing and making music and where applicable, learning to play a musical instrument
- Designing and making things
- Participating in athletic or physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn.

### **Assessment**

Learners (including classroom practitioners as learners) are able to reflect on the learning that has taken place. They use a wide range of tools to find out what they know, what skills, knowledge and understanding they need to learn next, and how they could develop their depth and breadth of understanding of concepts and each other. During learning, pupils and practitioners will give constructive feedback against success criteria.

Effective assessment will include:

- Questioning
- Evaluating
- Analysing
- Observing

- Goal setting and getting
- Self/peer assessment

### **Effective learning is Facilitated by Skilled Teachers**

When learning is most effective, the following factors can be observed in teaching:

- Classroom management is clear to the children and promotes independent enquiry and learning
- The school and classroom ethos is strong and promotes a happy and enjoyable learning environment, where positive values, attitudes and behaviour enables all learners to become successful communicators, risk-takers and where pupils and staff can learn about themselves and others.
- Relationships are fair, respectful, trusting and supportive. Attitudes to diversity are positive and equality and inclusion are promoted.
- The teacher has good depth and breadth of subject knowledge and is able to match the best enquiry tools and learning experiences to the needs of the learners.
- There are clear learning objectives.
- Planning is clearly differentiated and the tasks match the skills/needs/abilities of the children. Learning is personalised for all learners.
- Additional adults are planned for and guided to maximize the potential to learn
- Time and resources are managed well by teachers and learners and result in productive learning outcomes.
- Assessment informs the next stage of the learning.
- Children and classroom practitioners are able to identify appropriate and manageable goals for their next learning.

### **Planning for Effective Learning**

Effective practice is established across the year group at Coppice because teachers have designated time to plan and assess alongside teaching colleagues and learn from each other. Where possible, Teaching Assistants attend and contribute to the assessment and planning process. A collaborative approach is taken to ensure best use of human resources to target the individual needs of each pupil and to ensure Individual Education and Behaviour plans are implemented by all adults working with learners.

Effective learning is enabled by children who are able to develop their social and emotional literacy in a supportive way. Classroom and playground practitioners facilitate sharing, turn-taking, demonstrating respect in negotiation and conflict resolution to prevent barriers to learning for all children.

## **Wider professional role of *teachers* that impacts on Learning and Teaching**

Effective teachers will

- Demonstrate how the progress and well-being of learners can be influenced and affected by a range of development, social, religious, ethnic and cultural and linguistic differences.
- Know how to identify and how to act upon professional concerns for any learner experiencing academic/developmental/social and emotional difficulties.
- Know when to search and ask for support from colleagues with specific responsibilities for such learners (SEN, Behaviour, Child Protection)
- Continue to develop a wide-ranging repertoire of teaching, learning and behaviour management tools, which can be adapted to individual learner's needs, to enable all pupils to achieve their potential.
- Take responsibility for their own continuing professional development by identifying and meeting their own needs. Effective teachers foster a reflective approach towards new initiatives, being prepared to adapt their practise, where benefits and improvements demonstrate an impact on learning.
- Evaluate initiatives, which identify a positive impact on learning and teaching and take collective responsibility for disseminating "good" practice/resource as coaches and mentors.
- Take responsibility for using assessment tools and the pupil tracking system to evaluate the effectiveness of teaching on pupils' progress and use this information to raise levels of attainment. This includes recognising and evaluating any circumstances that could create barriers to learning, seeking advice and ways to address these.
- Diagnose learning styles, needs and negotiating realistic but challenging targets for learners' improvements.
- Know/understand and carry out the statutory assessment arrangements required in Foundation Stage, Key Stage 1 and Key Stage 2.
- Communicate progress relating to continual and summative/statutory assessment in order to provide learners and their parents/carers with accurate and constructive feedback on strengths, weaknesses, progress and areas for development.
- Have a secure/developing knowledge and understanding of the statutory and non-statutory curricula to enable effective teaching across the Foundation/Primary age and ability range.
- Demonstrate, use and apply their skills in literacy, numeracy and ICT to support their teaching.
- Be aware of current local/national legal requirements, policies and guidance on safety of children inside school and on visits (Health and Safety procedures).
- Demonstrate (initially in their first years of teaching experience) in their planning, progression across the year groups taught, where effective learning sequences have clear learning objectives and are taught, demonstrating secure subject/curriculum knowledge and where the sequences provide opportunities for learners to develop their communication literacy/numeracy/ict and problem-solving skills.

- Demonstrate (with greater teaching experience) flexibility and creativity within their learning sequences, which are effective and consistently well matched to learning objectives. Sequences of lessons will identify and explore cross-curricular links.

### **Role of Head teacher**

The head teacher is responsible for facilitating effective teaching and learning. In order to achieve this s/he must:

- Have a clear vision of what effective teaching and learning looks like.
- Be inspirational.
- Monitor, advise and support.
- Be at the heart of the ethos of the whole school.
- Celebrate all achievements and challenge where necessary.
- Assist staff with their professional development.
- Provide staff with the resources to carry out the job.

### **Role of Governors**

The Governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support staff by allocating resources effectively.
- Ensure that the school building and premises are best used to support successful teaching and learning and that they conform to health and safety regulations.
- Through the curriculum committee, monitor how effective learning and teaching strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the school through the self-review process.

### **Role of Parents/Carers**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Class newsletters outlining the curriculum.
- Sending reports to parents/carers in which we explain the progress made by their child and with clear targets for their improvement.
- Explain to parents/carers how they can support their children with homework.
- Holding parent's evenings where their child's work can be reviewed and their progress discussed.
- Holding workshops for children and parents/carers.

## **Monitoring and Review**

This policy will be reviewed on an annual basis as part of the review process carried out by the Senior Leadership group during the summer term. Amendments will be taken to the first meeting of the Curriculum Committee in September for acceptance and ratification.

***Signed: (Chair of the Governing Body)***

***Signed (Head Teacher)***