

Teaching and Learning Policy

Name of school: Coleridge Primary

Date of Policy: June 2013

People responsible for policy: Staff and governors

Review date: April 2015

Description of School

Coleridge is a large Primary School. We are a four form entry school on a split site in Crouch End, located in the west of Haringey. We have a nursery within the Early Years Foundation Stage and children can attend school from age 3 to 11.

Coleridge is a diverse urban school with children from a wide social background, catering for a broad range of ability including children with special needs statements and/or physical disability. Our community come from streets which are within approximately half a mile of the school. This area is home to some members of Haringey's diverse ethnic minority communities.

People involved

Staff and governors

The Stages /Processes undertaken:

The staff met to review existing policy and evaluate current practice. The policy was redrafted and presented to the Child and Community Committee and referred back to staff for agreement.

Aims and objectives of the Teaching and Learning Policy

To set guidelines of agreed principles and approaches which underpin the teaching and learning of our school.

Moral and value framework

Key Principles

Children learn best when:-

- their work is well planned, differentiated and the instructions given to them are clear
- the learning tasks are matched to their ability and there is provision for challenge, repetition and extension
- teachers' plan, record and assess each child's learning progress. Children also assess their own progress
- they are happy and secure in the school and they feel valued for their efforts and their individuality
- there are strong links between home and school and the importance of parental involvement in the children's learning is recognised, valued and developed
- their physical, spiritual, moral, social and emotional needs are taken into account in school
- their learning environment is calm, purposeful, interesting and positive. Resources are easily accessible through good classroom organisation
- they have a positive and confident attitude toward learning and they value and respect their peers, adults and others in the wider community
- there are agreed schemes of work and curriculum policies to ensure a broad and balanced curriculum and continuity and progression throughout the school
- their learning styles and creativity are taken into consideration

The agreed principles of this policy are followed in all the curriculum areas taught at Coleridge Primary.

There will be evidence in the learning environment of:

- focussed teaching with clear aims and objectives
- a purposeful atmosphere
- children motivated, challenged and on task
- clear understanding by the children of given tasks
- independent learning
- differentiated work and materials
- good classroom organisation
- provision of appropriate resources clearly labelled
- pupils supporting one another where appropriate
- children's work and artefacts showing cultural diversity is displayed around the classroom and the school for others to appreciate and admire – a bright and welcoming environment
- children redrafting work in collaboration with their teacher
- work marked regularly to the learning intention and targets for improvement
- home learning being given regularly with feedback for the children
- all children feeling valued and secure
- children motivated to learn by the teacher's enthusiasm
- Children encouraged to take risks and to learn from their mistakes
- an atmosphere of mutual respect between adults and children
- use of parent helpers and expertise for various activities
- children showing respect for all members of the school community
- time for quiet reflection
- safety with tools and other apparatus
- children have an awareness of the local community
- children being praised
- children being given roles of responsibility
- appropriate adult role models
- team leaders moderating and monitoring the policies and schemes of work and advising colleagues, to ensure policy into practice
- children achieving success
- improved performance and standards
- hands on activities that are relevant to the learning objectives

TEACHERS WILL ENSURE THAT:

- work is well planned, both termly and weekly and are put on the school system
- children's work is continually assessed and these assessments are recorded and inform future planning and recorded
- there are clear instructions given for each learning task
- children understand the school behaviour policy and the code of conduct is followed in the classroom
- work is differentiated
- they have high expectations
- they use a range of teaching strategies suited to the learning objective
- they encourage and develop children's own self assessments
- Any areas for development will be constructive and children's self esteem will always be maintained
- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- they deal with the children in a calm and fair manner providing a good role model
- they are secure in their subject knowledge and present information to the children in an interesting and stimulating manner
- he/she is approachable and available to parents(by appointment if necessary)
- there is good communication through letters, reports, parents' evening
- parents are welcomed to help in the classrooms and /or around school and understand how they can help their child at home
- the learning environment ensures safety
- there are times in each week when moral issues are discussed
- they share concerns about pupil's welfare with appropriate staff
- special needs are being addressed
- all children feel that their social and cultural backgrounds are valued
- all children's work is valued
- care is taken over displays and they are of good quality and changed regularly

- children have responsibility for the care of their environment
- children are given responsibility in the classroom and around school
- children are listened to
- children have opportunity to share home experiences
- children are encouraged and their achievements are celebrated
- work reflects the contents of the policies and schemes of work
- children are stimulated and feel success
- children have opportunities to extend their learning at home

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- a whole school approach to planning and assessment
- schemes of work are followed to ensure continuity and progression
- a programme is in place to monitor the quality of teaching and learning in all classes
- an updated assessment policy is in place
- the behaviour policy is clear about expected standards of behaviour in the classroom
- good organisation of resources
- shared high expectations
- sharing of good practice
- an agreed marking policy
- an agreed Home Learning policy
- shared whole school ethos as outlined in the school prospectus
- regular parents' evenings
- regular newsletters
- yearly updating of school prospectus
- involvement in Coleridge Families activities
- a range of festivals are celebrated in school
- a clear Single Equality Policy
- a special needs policy
- a PSHE policy
- the school aims statement is regularly reviewed and evaluated
- whole school display policy
- good practice continually shared
- good work shared at assemblies and in displays around school

- systems for celebrating good work and achievement
- rolling programme for reviewing, evaluating and updating policies in line with the School Development Plan
- rolling programme of staff development in line with school policy
- training is provided and an induction for new staff
- time allowed in year for teaching and learning team meetings to discuss, evaluate and review the curriculum and how we deliver it and how it fits the needs of the children

Dissemination of the policy

The policy will be accessible on the school system

Procedures for monitoring and evaluation

The head teacher, senior leadership team, year group leaders, teaching and learning team leaders and governors will monitor the policy.