

Bishop Perrin Church of England Primary School

Teaching and Learning Policy

Non-Statutory Policy



Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

Author	RM
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1 INTRODUCTION

At Bishop Perrin we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding, engaging and enjoyable experience for everyone.

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.

Our purpose is to offer a curriculum which is broad, balanced and accessible to all, which meets the requirements of the [Education Act](#) relating to the [National Curriculum](#), Religious Education and Collective Worship. We aim to ensure that children's learning is progressive and continuous.

We encourage children to be actively involved in their learning, taking increasing responsibility for their own learning. We are aiming for children to become independent learners as they grow to adulthood.

2 AIMS

We understand that different people learn best in different ways. At Bishop Perrin, we offer a rich and varied approach to learning that allows children to develop their knowledge, skills and abilities.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners
- 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 so doing, to promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of this community
- help children grow into reliable, independent and positive citizens

3 EFFECTIVE LEARNING

Teachers are aware of the key principles of learning whereby each child:

- enjoys equality of opportunity
- has a positive image of themselves
- is actively involved in their own learning
- develops personal and social skills

- is motivated through understanding the nature of the task and able to use what is learned for their own purpose

It is agreed that children learn when:

- they are interested and motivated
- learning objectives are clarified and they see a purpose to their learning
- a variety of teaching methods are employed, offering support and scaffold when necessary and challenge and extension of skills and knowledge where appropriate
- they are encouraged, praised and supported and their achievements celebrated
- teachers' expectations are high, but realistic and understood by the children
- they are working at their own pace and appropriate level to facilitate individual learning needs

Opportunities are offered for children to learn in different ways. These include:

- investigation and problem solving
- research and discovery
- independent / paired / group work / whole-class work
- intervention groups
- asking and answering questions
- creative use of technology
- fieldwork and visits to places of educational interest
- visitors and workshop in school
- creative activities
- responding to audio and visual stimuli
- debates, role-plays and oral presentations
- designing and making things
- participation 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 by considering what helps them learn and what makes it difficult for them to learn.

4 EFFECTIVE TEACHING

When teaching, teachers focus on motivating the children and building on their skills, knowledge and understanding of the curriculum to ensure progression in skills and knowledge. Subject progression maps are used to direct teaching and learning. They set out the intent, objectives and values of the school and detail the implementation of each subject: what is to be taught to each year group and how.

Teaching is based on an understanding of the children's level of attainment and progression, gained through regular ongoing assessment. The prime focus is to develop further the skills and knowledge of the children. Teachers strive to ensure that all tasks set are appropriate to each child's level of ability.

When planning work for children with Special Educational Needs, teachers plan to support and scaffold activities appropriately to ensure the activity is still accessible to the child. Teachers have high expectations of all children.

Academic targets are set for the children in each academic year and these are shared with children and their parents. The progress of each child is regularly reviewed and the targets revised accordingly.

Lessons are planned with clear learning objectives and these are taken from the National Curriculum. Lesson plans contain information about the knowledge, skills and vocabulary to be taught, tasks to be set and they draw on a wide range of resources to effectively engage the children in their learning. An over-reliance on worksheets and slide presentations is avoided. Plans also detail how children will be supported to achieve the lesson objective and how they will be challenged to further their learning. Lessons are evaluated so that they can be modified and improved in the future.

Each teacher makes a special effort to establish good working relationships with all children in the class. Children are treated fairly and with kindness and respect and are given equal opportunities to take part in class activities. Teachers follow the school policy for behaviour and discipline. Classroom 'Codes of Conduct' are agreed at the start of each year and children are expected to comply with these rules in order to promote the best learning opportunities for all. When children do not behave as expected, the sanctions and procedures laid out in the [Behaviour Policy](#) are followed.

Teachers take steps to ensure that all tasks and activities that the children do are safe. When teachers plan to take children out of school, risk assessments are completed and parents are required to give permission, unless the visit is local (e.g. the local church). In the case of local visits, parents will be informed that their children will be going off-site.

Teaching assistants and other adult helpers are deployed as effectively as possible to support children with their learning. Sometimes they work with individual children and sometimes they lead small groups. This may be either inside or outside of the classroom. Time spent outside of the classroom is carefully planned to avoid children missing English and maths lessons, and consideration is taken to ensure the children do not miss the same subject each week.

The classrooms are tidy, well-organised and attractive learning environments. Displays are changed regularly, to ensure that the classroom reflects the current themes studied by the children. Teachers ensure that all children have the opportunity to display their work at some time during the year. All classrooms have a range of equipment to support learning such as: dictionaries, thesaurus, word cards, mini whiteboards and maths packs. They also have a role play area (Year R and Year 1) as well as displays relating to phonics (EYFS / KS1), key reading text, English, maths, RE and themes which reflect the current learning. Further information can be found in the [Learning Environment and Display Policy](#). We believe that a stimulating environment sets the climate for learning, and an exciting

classroom promotes independent use of resources and high-quality work by the children.

All teachers reflect on their strengths and areas for development and plan their professional development needs accordingly. Teachers are supported as far as possible in developing their skills, so that they can continually improve their practice.

5 EQUAL OPPORTUNITIES

All children have equal access to the curriculum and resources, regardless of gender, race, ethnicity, religion or ability. Teachers aim to portray positive role models of gender, race, ethnicity and disabilities through display and in their teaching.

6 SPIRITUAL, MORAL AND CULTURAL DEVELOPMENT

Wherever possible, teachers aim to develop a sense of awe and wonder through the curriculum that is provided. They aim to raise awareness of different cultures, developing understanding and tolerance for differences. The school aims to enable children to develop into responsible members of society, showing respect for their surroundings and others.

7 THE ROLE OF PARENTS

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:

- holding parents' workshops to explain school strategies for teaching English, maths and health education
- sending information to parents at the start of each half term in which the curriculum for the coming half term is outlined
- sending annual reports to parents which explain the progress made by each child and indicates how the child can improve further
- explaining to parents how they can support their children with homework
- being available for parents to discuss their child's progress or any issues that they may be concerned about and inviting parents to attend parent interviews (autumn and spring term), a time when they can view their child's work and discuss their progress

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and PE kit
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school

- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in the home/school agreement

8 MONITORING AND REVIEW

The Deputy Head teacher is responsible for the day to day organisation of the curriculum. The Senior Leadership Team regularly monitor teaching, planning and children's work. Curriculum Leaders monitor the way their subject is taught throughout the school. The curriculum is also monitored by the Governing Body through the work of the Curriculum and Achievement Committee and this policy is reviewed regularly.