



TEACHING AND LEARNING POLICY

February 2016

Signed.....Chair of Governors

.....Headteacher

Next review: July 2017

Teaching and Learning Policy

Our Curriculum

At Chesterton, we believe in the need for an engaging, skills-led curriculum, which encourages and nurtures children's self-belief, enthusiasm, independence, curiosity, resilience and emotional intelligence. We want our pupils to think creatively, developing the learning skills, self-reliance and adaptability they will need to meet the challenges of the modern world.

To this end, we plan for learning using the Creative Learning Journey – a creative, skills-based curriculum tool, focussed on a cross-curricular approach, with seven essential areas of learning:

- Personal Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics and Computing
- Understanding of the World
- Physical Education
- Expressive Arts and Design

From Reception through to Year 6, children's learning is fostered through age appropriate 'thematic' units (usually lasting for a term), with subjects and skills being integrated in a meaningful way.

Children receive discrete English (including specific phonics teaching) and Maths sessions during the morning, where teachers plan and assess learning with reference to the 2014 National Curriculum in Key Stage 1 and 2 and the EYFS Development Matters guidance in reception. Where possible, teachers seek to integrate learning with that term's topic, therefore enabling pupils to apply literacy and numeracy skills across the curriculum. This 'topic-type' approach to planning also allows staff to develop flexible learning opportunities and activities, which respond to, and inspire children's interests.

We aim to engage children's interest in each topic with a 'wow' activity. This could be a visit out of school, a specialist visitor to the school or an 'activity day'. Also, we very much welcome the contributions of parents, carers and the wider community and we hope to draw on their knowledge and experience whenever possible. Sometimes topics lend themselves more to a particular subject focus, for example Science or History. Where this is the case, the range of topics selected over that year is chosen to enable adequate coverage of all subjects over the school year. Throughout some topics, children are working towards some form of presentation which will allow them to share some of their learning. Presentations have included assemblies, classroom galleries or exhibitions, drama productions and open afternoons.

Assessment

Staff plan and assess children's learning against a continuum of skills, progressing from the Foundation Stage to Year 6. Our Depth Of Learning teacher assessments enable staff and parents to compare children's attainment to age-related expectations, with progress measurable through a phase (eg. lower Key Stage Two). Alongside regular teacher assessments, standardised testing is used to support judgements and also to prepare children for statutory assessments. Information on pupil achievement is communicated to parents through two parents' evenings (November & March) and 'formal' written reports at the end of each academic year.

Aims

Teaching: To...

- Make learning vivid and real, actively engaging students in their learning.
- Develop understanding through enquiry, creativity, e-learning and group problem solving.
- Make learning an enjoyable and challenging experience:
- Stimulate learning through matching teaching techniques and strategies to a range of learning styles. Work is well matched to the needs and abilities of individuals, providing variety, pace and challenge.
- Enrich the learning experience by building learning skills across the curriculum.
- Promote assessment for learning (AFL) to make children partners in their own learning.
- Promote the use interactive ICT to enrich and support learning opportunities.
- Use time and resources effectively with targeted use of TAs to support learning and progress

Learning:

- All children make good progress in their learning.
- Pupils know the expected outcomes and the progress they are making. They evaluate their work against agreed criteria and identify areas for improvement.
- Pupils actively seek feedback to enable them to improve on their previous performance.
- Pupils have positive attitudes and behaviour is excellent. They collaborate well with each other.
- Children use independent learning and thinking skills.

Curriculum Leadership and Monitoring

Curriculum leaders are responsible for developing non-negotiables relating to, planning; teaching and learning; feedback and assessment and monitoring (see attached) and these are reviewed annually and shared with all teaching staff.

Curriculum leaders also have the responsibility for the monitoring of teaching and learning according to the whole-school monitoring schedule and ensuring compliance with the 2014 National Curriculum.

Governors monitor teaching and learning through:

- Visiting the school to participate in whole-school monitoring.
- Meeting with co-ordinators and senior leaders.
- Scrutinising progress and attainment data and holding leaders to account.
- Evaluation of school performance against School Development Plan

Home – School Links

Our Curriculum Statement is available to view on the school website and class teachers publish termly 'Topic Wheels' to inform parents of curriculum coverage.

We also encourage children and parents to support the learning in school through the Home – School Agreement, and by encouraging their child through learning enrichment and individual learning activities outside school. (see attached Supporting and Enriching Learning at Home document).