



## **Ruardean C of E Primary School**

### **Teaching and Learning Policy**

*Love of Learning – Love of Life – Love of One Another*

<b>Policy Reviewed:</b>	<b>Bi-Annually</b>
<b>By:</b>	<b>SLT</b>
<b>Agreed:</b>	<b>November 2024</b>
<b>Next Review:</b>	<b>November 2026</b>

#### **Related Policies/Documents:**

- **Curriculum policy**
- **Health and safety policy**
- **'The Ruardean Way'**

### **1. Vision and Values**

Ruardean C of E Primary is a school where pupils flourish through our vision statement

"Love of Learning, Love of Life, and Love for One Another".

This vision holds three strands: all of equal importance. These allow our pupils to flourish as aspirational human beings through their understanding of how learning is a lifelong passion which opens many doors of opportunity. We wish all our pupils to delight in the pursuit of wisdom and knowledge providing them with the tools to face the adversities and celebrations within life. Our vision is rooted in one of Jesus's two main commandments; 'Thou shalt love thy neighbour as thyself' Matthew ch22 v34-40. As a school community we show respect and kindness to one another and value the preciousness of each person's uniqueness.

This vision is endorsed and supported by all staff and reflects the distinctive character of this Church of England school. We value our status as a Church School (Voluntary Controlled). Our School Community is based on Christian values which underpin the spiritual and moral development of every child. Our vision statement is supported by our six core values: Hope, Creativity, Responsibility, Trust, Respect, Perseverance. This set of core values were chosen by the whole school community and are embedded in the life of the school.

We believe that children learn best if they are happy, have high self-esteem and are treated with respect and sensitivity by all those who work in the school. We are a school that works hard to achieve high standards for every child. Each year we consider ways in which improvements can be made. We want all children to leave school with an enthusiasm for learning.

### **2. Aims**

This policy sets out how we deliver high-quality teaching and learning to ensure all pupils:

- Make good or better progress across the curriculum.
- Develop a love of learning and the skills to become lifelong learners.
- Receive a broad, balanced, and engaging curriculum that meets the needs of all learners.
- Are supported and challenged to achieve their best.
- Develop socially, emotionally, and academically in a safe and supportive environment.

We aim to help children become deep and active thinkers who are able to regulate and respond appropriately to feedback. We aim to create a supportive environment based on mutual respect whilst being sensitive to the individual needs, emotions, culture and beliefs of our children.

Teachers therefore aim to create a climate of high expectations by managing time and resources efficiently. Teachers will include the children in the process of learning and use effective questioning to promote dialogue and to elicit pupils thinking.

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.

At Ruardean C of E Primary we want our children to have the best possible experience in our school so that they reach their full moral, social and academic potential whilst making the best possible progress and enjoy their learning. To achieve this we need to have a **consistent** approach that maximises learning opportunities; **'The Ruardean Way'** guidance supports this approach.

### **3. Effective learning** (linked to 'The Ruardean Way')

We recognise the need to develop strategies that allow all children to learn in ways that best suit them. We aim to create a culture of success by nurturing, supporting and challenging our pupils in an effective way.

We offer opportunities for children to learn in different ways. These include:

- Employing the practice of scaffolding to allow for equitable learning for all, including the use of ICT.
- Using a flexible approach to groupings
- Supporting new learning by building on existing knowledge e.g. knowledge organisers are used to introduce new topics and initiate discussion.
- Encouraging children to be curious and think for themselves.
- Encouraging children to build and reflect on each other's ideas.
- Providing opportunities for creativity and imagination, including the use of visits and outdoor learning, e.g. regular use of Forest Schools.
- Encouraging children to visualise, question and investigate.
- Using a wide range of strategies that encourages children to think about their ideas before they begin their work and to evaluate it at the end.
- Giving children time to think and rehearse before answering.
- Encouraging children to listen carefully to one another's answers and to say if they don't understand.
- Helping to shape children's thoughts by engaging them in dialogue.
- Encouraging children to use response partners.
- Not pre-judge children's responses. Giving them the opportunities to clarify their ideas and explain further; always asking how they know something – the answer is just the beginning.

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 – what helps them learn and what makes it difficult for them to learn. Combined with this, we strongly believe that building strong **"Learning Behaviours"** in children will greatly equip them for their future learning and adult life. Within this we actively encourage and teach;

- Creativity
- Curiosity
- Resilience
- Sharing
- Independence

To enable learning to be at its best we also recognise that we should create the conditions for learning. These include:

### **3.1 The physical environment**

Ruardean C of E Primary's learning environment and its ethos help to determine the quality of education the children receive and their response to learning. The children's learning will be supported and nurtured by their environment which recognises and provides for the individual and collective needs of everyone in the school community.

The strive to ensure our physical environment:

- Exemplifies the school's vision and ethos.
- Affirms the sense of the school as a community.
- Promotes positive behaviour and values;
- Is a positive source of welcome, affirmation and celebration;
- Is stimulating, arouses curiosity and encourages enquiry, contemplation and reflection;
- Has attractive and meaningful displays that acknowledge all pupils, celebrate achievements and stimulate the mind;
- Has attractive and accessible working walls that will support the children's learning, thinking and independence.
- Has effectively arranged learning areas and classrooms that are kept tidy and well organised with a clear focus on learning;
- Has resources that are well organised, labelled and accessible to the teacher, TAs and learners, with a shared responsibility for their management;
- Is calm and orderly allowing for a productive level of noise;
- Is kept clean and well cared for;
- Uses lighting and music, if appropriate, effectively to aid learning and classroom management;
- Has fresh air and access to drinking water that are always available;
- Provides a high level of security and safety.

### **3.2 The emotional environment**

We believe that in demonstrating to pupils that we care for, and about them, is probably one of the most important things we can do. The emotions have the power to aid or disrupt thinking. Self-awareness is the keystone of emotional and personal development. Pupils who feel good about themselves are more likely to feel good about others, and to learn and achieve more educationally.

To this end, all staff will:

Respect children as individuals;

- Make children feel special and show that we understand their feelings;
- Encourage the consideration Circle Time and Worship themes, covering aspects such as respect, hope, perseverance, friendship, creativity, responsibility; with SMSC and the ongoing strengthening of British Values running as a thread through all of school life.
- Encourage children to share feelings and concerns through restorative circles;
- Provide strategies for children to deal with their emotions;
- Ensure the School Council members from each class are involved in whole school decisions;
- Encourage children's aspirations;
- Encourage children to acknowledge their own strengths and areas for development as well as those of others;

- Build resilience: draw children's attention to and celebrate their successes which come after difficulties;
- Allow fresh starts – believe children can develop and change – forgive and accept one another;
- Make learning enjoyable and interesting so that children associate it with a positive experience;
- Give children some control over and responsibility for their own learning to encourage independence.

This will be supported with the MyHappyMind program of learning throughout the school.

#### **4. Effective Teaching** (linked to 'The Ruardean Way')

At Ruardean, we believe that all adults who work in schools are in very privileged positions and have a huge responsibility in the nurturing, welfare, safeguarding and education of our children. We aim to have the child's interests at heart in all we do.

##### **4.1 Teachers and Teaching Assistants should:**

- Actively promote children's self-esteem, self-confidence and morally responsible behaviour;
- Actively promote children's SMSC and link with British Values.

Be good role models and nurture relationships of trust and respect;

- Give the learner every confidence to succeed;
- Inspire learning through passion and sound knowledge of the subjects being taught.
- Ensure children are actively engaged in their learning through respectful relationships;
- Ensure pupils are well managed, with very high expectations of behaviour and attitudes.
- Try to intervene and support / direct before an undesired action occurs.

##### **4.2 When teaching and planning for our teaching, teachers should:**

- Ensure that we are planning to teach the right things well, at the appropriate level.
- Ensure good preparation and organisation and keep carpet time to a minimum.
- Build in children's interests and questions and take advantage of unplanned learning opportunities and experiences.
- Ensure that there are opportunities for creativity, investigation and problem solving and the unexpected is harnessed, using the beautiful outdoor environment if possible.
- Provide structure, and pace the learning experience so that it is challenging and that all children are actively engaged in their learning;
- Scaffolding tasks as appropriate to the needs of the children, providing support as necessary and challenge, for all children, to ensure high quality learning.
- Ensure that learning objectives and success criteria are shared with the children and reviewed during / at the end of the lesson, summarising learning and sharing next steps. Quickly address any misconceptions during the lesson.
- Plan for the needs of all learners, including identified groups incl. Pupil Premium children and ensure that tasks build on prior learning;
- According to the principles of the 2014 Curriculum, especially when planning for Maths, learning should be deepened and broadened, rather than ploughing through learning skills at a higher level / year group, encouraging children to use knowledge and skills in different contexts, and so learning at 'Greater Depth';
- Ensure that effective **Modelling** is used as a regular teaching tool, to develop learning;
- Plan for regular Speaking and Listening activities, to support their questioning, thinking and learning;
- Ensure that work is regularly assessed and feedback is effective and consistent, informing the learner of successes and how to improve further both orally and through developmental marking, providing the 'Next Steps' in learning.
- Ensure that children are given the opportunity to participate in peer and self-assessment;
- Homework is used effectively to reinforce and extend learning;

- Ensure that Teaching Assistants play an active part in the learning process, during **all** parts of the lesson.
- Ensure that school's marking and feedback guidelines are followed.

#### **4.3 Professional Development**

We recognise that high-quality teaching requires continuous professional learning. The school will:

- Provide ongoing CPD opportunities linked to school priorities and individual teacher needs.
- Encourage collaboration and the sharing of good practice.
- Monitor teaching and learning through lesson observations, learning walks, and book scrutinies.

#### **4.4 The Role of Volunteers**

At Ruardean we welcome the support of people from the local community, parents and grandparents to support the children's learning, in particular hearing readers. We insist on the highest regard to confidentiality and all volunteers are given a leaflet explaining our Safeguarding Policy and what is expected of them when in school.

#### **4.5 Parental Engagement**

We value the role parents and carers play in their child's learning. We will:

- Communicate regularly through parents' evenings, reports, and newsletters.
- Provide opportunities for parents to support learning at home.
- Involve parents in school life through workshops and events.

### **5. Leadership and Management.**

At Ruardean we recognise that highly motivated leaders, who embody the values and ethos of their organisation, create a culture of high expectations and standards. The quality of leadership and management at all levels, including subject leadership, is crucial in providing the inspiration, vision and framework for pupils to flourish.

The Leadership team strives to:

- Lead by example.
- Have a commitment to high standards, a 'Love of Learning' and a belief that every child can succeed.
- Promote commitment to the importance of high self-esteem and relationships in learning.
- Have a vision that is shared and inclusive.
- Monitor the impact of teaching, together with the resulting learning across the school, using a planned annual monitoring cycle, including the involvement of the Governors.
- Provide regular constructive feedback to staff, opening a professional dialogue and considering how improvements can be made.
- Support the staff in professional development and INSET to impact on learning.
- Have an acute awareness of the needs of the staff and children.
- Hold themselves accountable.
- Accept constructive criticism, are good at listening and value staff.
- Actively seek the views and opinions of parents, pupils, and other stakeholders.