

# Bankwood Community Primary School

Encouraging pride, progress and responsibility

Bankwood Close

Sheffield

S14 1LW

Headteacher: Mr Tony Turner

Deputy Headteacher: Mrs Wendy Edwards

Telephone: 0114 2396711 / 2494129

Fax: 0114 2494085

web-site: [www.bankwood.sheffield.sch.uk](http://www.bankwood.sheffield.sch.uk)

e-mail: [enquiries@bankwood.sheffield.sch.uk](mailto:enquiries@bankwood.sheffield.sch.uk)



## Teaching and Learning Policy for all subjects Bankwood Community Primary School

### 1 Introduction

**1.1** At Bankwood Community Primary School 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 and enjoyable experience for everyone; it should be fun. 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.

### 2 Aims and objectives

**2.1** We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to ensure that all children:

- experience a rich and varied curriculum so that they develop intellectually, socially, morally, physically and spiritually
- make good progress in all subjects and especially in literacy and numeracy
- behave well and demonstrate an increasing understanding of the values and skills needed to be a positive and happy member of the school and wider community
- learn and develop the skills and attitudes necessary to work effectively and creatively, be a good team member, organise themselves and adapt to different ways of working

### 3 Effective learning

We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them.

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

- investigation and problem solving;
- research and finding out;
- discussion
- group work;
- pair work;
- independent work;
- whole-class work;

- asking and answering questions;
- use of the computer;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

We believe that the learning environment is usefully evaluated using the following criteria:

**Children learn best when:**

They feel confident in the learning environment and trust their teacher, other staff and friends to support and respect their efforts.

Enthusiasm is fostered by the relevance of the learning tasks, which should often draw on first hand experience.

The curriculum is broad and varied and includes opportunities to learn in different styles.

Learning tasks are challenging but are based on previous experience and existing knowledge.

They know the purpose of what they are learning and what their expected outcomes should be.

They are confident to make independent choices and explore new ideas within the framework of the lesson.

They have opportunities to talk about ideas and tasks.

**Children are challenged in their learning when:**

They are encouraged to think and are able to apply appropriate skills and knowledge when undertaking a new task.

High expectations are based realistically on previous knowledge and experience and on skills previously practised.

Opportunities exist to pursue their own ideas independently.

Varied and creative responses are respected and encouraged.

**Children are motivated in their learning when:**

They are active participants in the work: able to make some real choices about what they do and how they do it.

The varied contributions and achievements of individuals are recognised and valued.

Opportunities are provided through flexible timetabling for them to explore ideas fully and produce quality work.

**4 Effective teaching**

4.1 When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plans to guide our teaching. These set out what is to be taught to each year group.

4.2 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We 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 we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children.

4.3 We set learning targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child during the year and at the end and set revised targets as appropriate.

4.4 We plan our lessons with clear learning outcomes. We take these objectives from the National Curriculum or the National Literacy or Numeracy Strategy. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future. Lesson plans are written down if the process will add to the quality of the lesson. The need to do this will vary from subject to subject and teacher to teacher.

4.5 Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to behaviour. We expect all children to comply with the school's 'Golden Rules' rules to promote the best learning opportunities for all. We praise children for their efforts using a comprehensive reward system: by so doing, we help to build positive attitudes towards school and learning in general. If children do not live up to our high expectations of behaviour we follow the guidelines for sanctions as outlined in our school behaviour policy.

4.6 We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. A risk assessment is completed for each trip.

4.7 We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment and with displays.

4.8 Our classrooms are mainly environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction books. We believe that an orderly attractive and interesting environment sets the climate for learning and promotes independent use of resources and high-quality work by the children.

4.9 All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

4.10 We conduct all our teaching in an atmosphere of trust and respect for all, small and difficult to organise creatively. Within the constraints this causes we strive to create attractive learning

4.11 Support is always offered to any supply teachers to ensure that continuity of learning is preserved as well as possible for the children.

## **5 The role of governors**

**5.1** Our governors approve, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- ensure that health and safety arrangements include consideration of appropriate strategies for teaching and learning
- monitor via data how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- consider the effectiveness of the school's teaching and learning policies during the school self-review processes. These are lead by the head teacher in order to inform the School Improvement Plan. This is updated annually.

## **6 The role of parents**

**6.1** 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' evenings for new parents to explain our school strategies
- inviting parents to look at work once a week after school
- holding occasional workshops which inform interested parents about particular areas of the curriculum
- developing a school website which provides curriculum information
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- holding 2 parents evenings each year to allow discussion of children's progress
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further'
- being willing to meet with parents more frequently by mutual agreement where a child has needs which require greater than average levels of communication between home and school;
- informing parents from time to time of national websites which provide curriculum information
- explaining to parents how they can support their children with homework.
- Holding termly coffee mornings for parents of children with Special educational Needs and an annual coffee morning for parents of children on the able child register.

**6.2** 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.

## **7 Monitoring and review**

**7.1** We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Approved by *Governors*:  
Review date: