



Braywick Court School

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Teaching and Learning Policy

This policy applies to all children in the school including EYFS

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1.0 Rationale

This document is a statement of the aims, principles and strategies for teaching and learning at Braywick Court School. It is the method through which we offer a curriculum which is broad and balanced with an emphasis on core learning, and its implementation is the responsibility of all the members of the school community.

2.0 Teaching and Learning

We believe that children learn best when they:

- Are interested and motivated
- Achieve success and gain approval
- Are clear about expectations in their work and behaviour
- Are given appropriate tasks
- Are actively involved in the learning process
- Feel valued, secure and confident
- Are challenged and stimulated
- Receive feedback about their performance

3.0 The Learning Environment

At Braywick Court School this will be organised to ensure that children have the opportunity to:

- Work individually, in pairs, in small groups and as a class
- Make decisions
- Work co-operatively
- Solve problems
- Be creative
- Discuss ideas
- Develop social skills
- Develop independence and use initiative (Follow -'Try Three before Me')
- Receive support
- Participate in enrichment
- Contribute to school life

Learning will take place in a stimulating learning environment that:

- Is welcoming, happy and caring
- Is both challenging and supportive
- Celebrates success and supports children to realise their full potential
- Encourages mutual respect

- Is well organised, safe, tidy with well presented displays
- Has resources that are attractive, labelled and accessible
- Is non-partisan in terms of resources and delivery
- Has an agreed code of behaviour 'owned' by the children

4.0 Staff's responsibilities

- Ensure there are clear objectives and success criteria which the children understand
- Provide feedback which informs the next steps in their learning
- Give pupils opportunities to reflect on their learning through target setting
- Plan lessons which have pace and structure
- Provide a working environment where expectations are high
- Provide appropriate resources and support materials
- Continue to widen their subject knowledge and developments in education
- Use a range of teaching styles, differentiation and groupings to enable all pupils to learn effectively
- Keep effective assessments and accurate records which inform planning
- Communicating with parents and keeping them informed of children's progress

5.0 Pupils' responsibilities

- Adhere to their own class charter
- Respect other children, be considerate and thoughtful
- Respect the school environment and equipment
- Be punctual and organised with appropriate kit
- Be respectful to all staff and visitors
- Be positive and eager to make use of all opportunities
- Have pride in their work, their class and Braywick Court School
- Take responsibility for their learning

6.0 Parents' responsibilities

- Ensure their children attend regularly and punctually
- Support the ethos of the school and the class charters
- Share responsibility for their children's learning, be realistic and offer encouragement and praise
- Attend parent's evenings and curriculum meetings
- Support the children including in terms of homework which may be set

- Encourage independence in their children
- Communicate with staff any concerns about their children
- Respect other members of the school community

7.0 Governors' responsibilities

- Work in partnership with staff, pupils and parents to support the aims and objectives of the school
- Support initiatives for pupils and parents
- Be accessible to parents and staff
- Take responsibility for own training and development
- Carry out monitoring and support staff where appropriate

8.0 Organisation

As a Primary phase Free School our expectation is that all teachers teach the full range of curriculum subjects. Nevertheless we recognise that there are specialist teachers within our staff and that some subjects will be taught by a specialist teacher e.g. music.

9.0 Celebrating Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life, by;

- Verbal or written praise by teachers, peers, head and parents
- Displays of work
- Opportunities to perform or share
- Encouraging self-esteem
- Rewards within our Behaviour Policy
- Sharing success with the community

10.0 Strategies for ensuring progression and continuity

Planning

- Rolling programme to deliver the full coverage of a balanced curriculum with a focus on core learning and to modify and update this as required by changing circumstances
- Schemes of work developed and reviewed
- Medium term plans and weekly/daily plan drawn up by teachers
- Staff meetings to discuss curriculum developments and initiatives
- Monitoring of progress by KS co-ordinators and SLT
- Links with secondary schools

Feedback and marking, assessment and record keeping

- Ensure continuity by using methods of marking set out in the marking policy
- Regular records of assessments in day-to-day achievements based on lessons objectives and success criteria
- Reading records –individual, group reading and reading level assessments
- Records of levels/ attainment in other subject areas in Key Stage booklets
- SATs
- Foundation Stage – observations, evidence, profile records (post-Tickell)

11.0 Equal Opportunities

We will ensure that all children have the opportunity to progress regardless of gender, race, first language, physical or intellectual ability. Expectations are high and we will support but never limit pupils' achievements. Assessments will not involve cultural, social, linguistic or gender bias.

12.0 Monitoring and Evaluation

This policy will be reviewed annually by Governors

13.0 Approval by Local Governing Body and Review Date

This policy has been formally approved and adopted by the Local Governing Body at a formally convened meeting.

Signed: _____

(Chair of Governing Body)

Date: _____

Review date: _____

End of statement