



TEACHING AND LEARNING POLICY

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Governors Approved:

A handwritten signature in blue ink, appearing to read 'Dr. [unclear]', is positioned to the right of the 'Governors Approved:' text.

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“The important thing is not to stop questioning. Curiosity has its own reason for existing.”

Albert Einstein.

Our mission statement

Developing lifelong skills and aspirations to meet the challenges of the future.

Aims of our school

The school:

- Recognises that each child is unique.
- Encourages a positive self-image in each child with a love of learning and a desire to always do their best.
- Provides opportunities for the child’s social, moral, spiritual, intellectual, physical and creative development.
- Involves children in developing understanding, co-operation and cultural awareness and instils a sense of justice, respect and fair play.
- Works alongside parents and the wider community to develop and extend the concepts, skills, positive attitudes, independence and knowledge necessary for every child’s continuing education and their future.

As a school, we believe that every child has a right to learn and a responsibility to do their best. The staff, pupils and governors have agreed our school rights and responsibilities. Each child and staff member has signed and agreed to adhere to this charter.

<u>Rights</u>	<u>Responsibilities</u>
I have a right to...	I have a responsibility to...
learn, achieve and be challenged.	try my best and allow others to do the same.
be heard.	listen to others.
live and learn in an environment to be proud of.	look after our environment and everything in it.
be safe and protected.	protect myself and others.
be treated with respect.	respect myself and others.

The staff at Causeway Green Primary School are committed to enabling children to achieve their true potential through effective teaching and learning.

Overall aims of this policy

The purpose and overall aim of this policy is to introduce and explain the values and rationale of Causeway Green School. As a school, we are all working together to ensure quality learning for our school community, through:

- Describing the school’s approaches to learning and teaching, in order to promote understanding for all stakeholders;
- Identifying the features of effective teaching which translate the school’s aims and curriculum into relevant and challenging learning experiences for all our pupils;
- Establishing agreed principles through which learning and teaching can be evaluated, monitored and developed;
- Encouraging adults working in school to recognise themselves as learners through professional development and enquiry.

Equal opportunities and Racial and gender equality statement

The school will promote equality for all pupils through teaching and learning activities and access to activities and opportunities.

Our School Ethos and Rationale

Our rationale to foster and support the enjoyment of learning is to enable our pupils to achieve their full potential. We will work together with all stakeholders to:

- ✓ Use a range of teaching styles and methods
- ✓ Use of a range of environments and provide a range of: trips, outdoor learning, visitors, and opportunities for creative and independent learning.
- ✓ Provide cross curricular based learning opportunities.
- ✓ Have high expectations of attainment and behaviour that are consistent throughout the school
- ✓ Develop independence and team building skills for life-long learning.
- ✓ Emphasis on assessment for learning.
- ✓ Include children's choice and child initiated learning.
- ✓ Promote positive and respectful relationships amongst staff, pupils, parents and the community demonstrating our belief that every child matters.
- ✓ Take account of diversity, culture and community cohesion.
- ✓ Provide opportunities for pupils to engage in a range of challenging learning experiences
- ✓ Achieve success and make progress, encouraging everyone to be proud of their achievements;
- ✓ Provide learning experiences which engage, interest and motivate pupils so that they enjoy their learning;
- ✓ Encourage confidence and risk taking, allowing learning from both failure and success;
- ✓ Strive for equal access to learning and the curriculum, in an atmosphere of mutual respect;
- ✓ Effectively plan and deliver a range of teaching methods to engage all learning styles.

Teaching and Learning

All learners, teachers and other adults working in school value all pupils and their right to learn.

Teaching is effective when:

- It takes place in a stimulating, safe and positive environment;
- It is carefully planned using assessment;
- Learning objectives and success criteria provide a clear statement of the processes and outcomes;
- Pupils receive positive and constructive feedback
- There are high expectations for all pupils who are set challenging but attainable goals;
- Teachers have secure subject knowledge
- There are opportunities for pupils to work individually, collaboratively and as a class, using a range of organisational and group work strategies;
- Lessons are well timed and delivered at an appropriate pace;
- Other adults are effectively deployed and they are appropriately informed;
- The contribution of parents, the community and learning outside school is valued, supported and promoted.
- There are high standards of behaviour and high expectations of the pupils within the lesson.

Learning is effective when:

- Pupils know how they learn best and are supported in learning how to learn.
- Pupils experience a wide variety of activities;
- They have opportunities to practise and apply newly acquired skills and knowledge;
- Learners are given clear guidance on what is needed to succeed;
- Expectations are high, based on prior assessment and challenging but attainable;
- Feedback is positive and constructive,
- Pupils are encouraged to learn and use relevant and specific technical vocabulary.

Teaching and learning outside of the classroom

Learning outside the classroom provides children with challenging, exciting and different experiences to help them to make links in their learning; providing them with different opportunities to achieve. At Causeway Green Primary School, we believe that all pupils should have access to a variety of settings and be able to learn in different environments. Our teachers plan, deliver and implement the National Curriculum well, therefore ensuring that learning outside the classroom contributes to raising standards and improving pupils' personal, social and emotional development.

We are passionate and committed to improving learners' achievement, aspirations, character and personal development, and we see learning outside the classroom as a key means to do this. We hope to promote a strong sense of common purpose among staff and pupils, there is an expectation that activities outside the classroom would be a regular part of the curriculum.

Opportunities for learning that take place outside the classroom in our school, include:

- Activities within our school's own buildings, grounds or immediate area
- Participation in dramatic productions, concerts and other special events
- Involvement in clubs, musical groups and sporting activities held during break-times and before or after the end of the school day
- Educational visits organised within the school day
- Residential visits that take place during the school week.

Early Years

The young children in the Foundation Stage are able to move independently from indoors to outdoors, staying with their own choices of activity. They are used to this free-flow system, which enables them to use their imagination and pursue their ideas with autonomy. It also helps them to develop their understanding of staying safe. Our children know the routines and expectations, which helps them to behave more independently or collaboratively as appropriate. They respond well to the questions and guidance from adults. We have a variety of resources in the outdoor area which are carefully chosen, including creative play items such boxes and crates, mud kitchen or shapes, (used for different purposes) and encourages the children's imagination and independence. The outside areas are often alternated and varied, according to the teacher's planning in order to best meet particular needs, which links to the next steps in their learning.

What makes Causeway Green Special?

Forest Schools

We are proud to say that we are a Forest School, we have two fully trained members of staff and a fully inclusive timetable for pupils in the school. We recognise that all pupils are viewed as:

- equal, unique and valuable
- competent to explore & discover
- entitled to experience appropriate risk and challenge
- entitled to choose, and to initiate and drive their own learning and development
- entitled to experience regular success
- entitled to develop positive relationships with themselves and other people
- entitled to develop a strong, positive relationship with their natural world

This child-centred approach interweaves with the potential and challenges of the natural world through the seasons to fill every Forest School session and programme with discovery and difference. Each Forest School session offers ALL children regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.

All the plants were selected and planted by the staff and pupils (past and present) of this school. We have a campfire area and a specific set of tools and resources used for Forest School's use.

MFL

At Causeway Green, we lay the foundations for foreign language learning at secondary school. From Year 3 to Year 6 all pupils are taught a foreign language. All lessons are carefully planned and delivered to ensure that they meet the National Curriculum requirements and our aim is for all pupils to develop a love for languages.

Our KS2 pupils (appropriate to skill and/or age) are taught to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Engage in conversations, ask and answer questions, express opinions and respond to those of others, and seek clarification and help
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, expressing their ideas clearly
- Describe people, places, things and actions in speech and in writing

Causeway 50

Here at Causeway Green, we are proud and privileged to say that we love to learn new skills and trying new things while exploring the outdoors. Here at Causeway Green Primary School, we have identified 50 things that will make the children's school life memorable and exciting. It is our aim to provide and encourage all pupils to experience and learn new things, through working in partnership with parents, pupils and the local area. Some activities on our list are included in the National Curriculum and others are opportunities that we strongly believe are either life-long skills or are just FUN, memorable and immensely satisfying. Here are a few examples:

- Fly a kite
- Visit an arena or a theatre to watch a performance
- Build a snowman
- Go to the seaside

Growth Mindset

Mindset is a simple idea that makes all the difference. In a **fixed mindset**, people believe their basic qualities, like their intelligence or talent are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They're wrong.

At Causeway Green we teach our children and parents that a **growth mindset** is important. In a **growth mindset**, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

At Causeway Green we provide children opportunities to practice their growth mindset skills through an enrichment afternoon per term, being awarded gem cards throughout the week when pupils have demonstrated a growth mindset as well as monthly 'Inspirational People' assemblies which celebrates people who have been able to show overcome adversity in their lives.

We all learn together

Engaging parents and families

We view our parents as partners in learning and value their role in sharing the school's vision. We appreciate that the school can benefit from developing positive partnerships with parents and families by involving them in decisions affecting their child's education and learning. Their support can play a vital role at all stages of education.

There is a parent representative from every class, from Nursery to Year 6. These representatives are the parents' voice. We hold regular meetings throughout the academic year to enable parents to support with events throughout the school year e.g. refreshments, planning the Christmas and summer fayre. We are working towards our parent partnership award.

At the start of each new term, we run a series of parent workshops; we consider this to be a prime opportunity to talk to the parents about the curriculum, how learning is organized, to share our expectations and support parents with ways they can help their child at home.

Our Family Liaison Lead works with parents to support them in their own learning and development. Using our local community links and the local children's centres to signpost parents and carers to embark on further education opportunities. Our Family Liaison Lead also works alongside the attendance officer to improve attendance at parental events inc. parents evening, workshops, whole school events and productions.

Staff and Visitor Learning

In line with the school's CPD and performance appraisal policies, and in order to contribute to school improvement, opportunities are provided for adult learning and professional development, supported through coaching and mentoring, by school staff or outside agencies and partners. All visitors, teaching and non-teaching will be subject to the appropriate DBS clearance, as well as Local Education and school policies.

Coaching and mentoring staff

In our school we believe that coaching and mentoring is a powerful and supportive way to develop staff CPD and to encourage a positive learning environment for all. We believe that coaching has a positive impact on the quality of classroom teaching as well as contributing strongly to overall school improvement. As part of the process, teachers are affirmed in their strengths and are shown precisely the areas where they could improve – and how they can improve their practice.

Peer mentoring often focusses on facilitating good and outstanding teachers – whose CPD requirements can be slightly different, this enables them to observe each other's practice and provide feedback and coaching (in own setting and beyond). The peer observation is particularly helpful to participants as it provides with them opportunities to reflect and improve their practice.

Teaching Students

Causeway Green Primary also supports and facilitates the teaching and learning of young adults, and Higher Education students with the support of their training provider. We work closely with the local schools, colleges and universities; we have a dedicated manager who places and works alongside students. We are proud of our achievements and links with these agencies.

Networking and School Alliances

As a school, we value the support and guidance from the local authority, clusters schools and other teaching and leading professionals as this enables us to keep abreast with the national curriculum changes, training opportunities and cross-teaching opportunities. Additionally, we are proud to say that we support, provide guidance for teaching and learning within the cluster.

Our Learning Environment

In our school, an effective learning takes place in an environment where children feel safe, confident and secure to learn. The learning environment involves school and the extended environments of the home and the community.

CLASSROOM ENVIRONMENT

Physical

The classroom environment should be safe, clean and tidy and well organised.

Staff should ensure that

- Effective use is made of the available space, with adequate space between the desks to enable the teacher and pupils to move around the room easily and safely.
- All classes make use of new technology which includes one interactive whiteboard, visualiser and projectors as well as computers.
- All pupils have a clear view of the teacher, board and other resources

- Desks and chairs are of a suitable size for the age of the pupils. Pupils are able to sit comfortably
- Classroom organisation considers the requirements of pupils who may have special needs
- Specific learning areas are created wherever possible but will include English, Maths and thematic.
- Furniture layout is suitable for the task and purpose of the lesson

Displays

- Displays are a visual recognition that pupils' work is valued and recognised whatever their ability
- It gives pupils a sense of belonging and ownership in the work they and their peers produce
- It reinforces the learning within the classroom providing a visual aid to work covered
- It creates an interactive and stimulating environment enthusing children to learn
- It provides working walls to allow interaction with learning, asking questions and drafting answers.
- School partnerships with local artists- promoting creativity and providing a stimulating environment.