



RYECROFT C. E. MIDDLE SCHOOL

POLICY STATEMENT

TEACHING AND LEARNING

Part of the Uttoxeter Learning Trust

Approved by Governors: Autumn 2021
Review Date: Autumn 2022



The Vision of the Staff, Pupils and Governors of Ryecroft C.E. Middle School

Embracing a culture where no child is left behind, we value and respect all the children that God has put in our care.

We enrich the lives of our children and ensure that Ryecroft is a safe, happy and inspiring place, embodying the Christian values of trust, humility and perseverance.

“Start children off on the way they should go, and even when they are old they will not turn from it”

Proverbs 22:6

INTRODUCTION

At Ryecroft C.E. Middle 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. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about important aspects of their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

BRITISH VALUES

As a school we promote British values through:

Democracy

This is promoted through the class, school council and house systems, student questionnaires and pupil voice forums.

The rule of Law

Visits from authorities such as the police (including the community policeman) and the fire service reinforce the importance of the rule of law.

Individual Liberty

This is taught through e-safety lessons, assemblies and PSHCEE themed-days, where pupils are advised on how to exercise their rights and personal freedoms safely. This helps them to grow into reliable, independent, responsible citizens.

Mutual Respect

Mutual respect is a core value of the school. We develop pupils' self-respect and encourage them to respect the ideas, attitudes, values and feelings of others. The school ethos, behaviour policy and rules of the classroom revolve around respect. As well as being expected within every classroom, pupils are reminded of it visually around the school and it is a regular topic for assemblies. We enable children to understand their community and help them feel valued as part of this community;

Tolerance of those of different faiths and beliefs

We teach pupils to show respect for all cultures and in so doing, to promote positive attitudes towards other people. Different faiths and beliefs are taught and explored within RE lessons as well as being a topic for assemblies. Visits to Jewish museums and mosques help to promote understanding and tolerance of other faiths. Regular visits from the local vicar promotes the strong Christian values of our church school.

AIMS OF THE POLICY

Arising from our own professional experiences and research on the brain and learning theory, we believe that people learn best in different ways. At our school we provide a rich and varied learning environment that provides children with the opportunity to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and creative;
- develop children as independent learners who can confidently make informed choices and decisions;
- foster children's self-esteem and help them build positive relationships with other people;
- enable children to reflect on their own learning and identify areas for improvement and how to improve.

We believe that pupil progress is the measure of teaching and learning and every child has the right to be taught well. We would therefore expect every child in our school to be making at least good progress, whatever his or her starting point. We endeavour at all times to keep our school a welcoming, safe and vibrant place to be in order to create an effective learning environment where children feel happy. Underpinning our teaching is the shared agreement that it is our duty to provide the very best we can with the teachers and resources available to us. It is our experience that most children will rise to and thrive upon high expectations set for them by their teachers. We will set high expectations in all areas of learning and school life in general.

Teaching and learning is our main activity. To make this as effective as possible it must be set within a framework – a culture – of what we believe excellent practice to be.

We describe this under the following headings:- **Relationships, Teaching and Learning, Planning, Attainment and Progress** and **Attitudes and Behaviour**.

1 Relationships

The effectiveness of any school is highly dependent upon the quality of relationships amongst those in it on a day to day basis. We believe that positive relationships exist between children, parents, teachers, support staff and governors which help make ours a good school and we take great care to nurture these relationships.

Furthermore, we believe that:

- all staff must respect children and help children to respect themselves and each other;
- children must feel safe to make mistakes without fear of failure or ridicule;
- we aim to raise self-esteem in all of our children. We expect all staff to treat the children as they would wish to be treated themselves;
- we have a clear policy for Safeguarding in school, which should be strictly adhered to at all times by all staff. Please refer to the Safeguarding Policy.
- We have a clear policy for Peer on Peer Abuse, which we expect all staff to be familiar with and adhere to.

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2 Teaching and Learning

Teaching and learning is central to our school. We believe that every child has the right to be taught well and that the curriculum must be accessible, interesting and engaging if all children are to make at least good progress.

We agree that the best teaching and learning involves:

- staff having high expectations of all children that helps ensure that pupils progress well;
- the teachers having secure knowledge of the subject content covered in the lesson;
- children being involved in their own learning and assessment;
- children knowing what it is they are being asked to learn and what they need to do in order to succeed;
- allowing children to work independently, as well as working co-operatively in groups and pairs, make decisions, solve problems, be creative and develop independence;
- challenging work differentiated to match the range of needs in the class;
- a variety of teaching methods being used to make learning interesting;
- recognising that different children learn in different ways and allowing all learning to thrive;
- a variety of activities and questioning techniques being used;
- high standards of effort, accuracy and presentation being encouraged at all times;
- planned and efficient use being made of any support e.g. teaching assistants, adult helpers;
- a good range of learning resources being used including ICT;
- homework being thoughtfully set to enhance and extend children's learning experiences;
- all children being fully included.

3 Planning

Well thought out planning and preparation is essential if teaching is to be good. A good teacher, however, is also a creative and imaginative teacher who is not afraid to seize upon unplanned learning opportunities that may arise during a lesson and who can make productive links to other curriculum areas where appropriate.

We believe that it is especially important that:

- teachers' plans have clear learning objectives and suitable teaching strategies employed;
- the learning needs of different ability groups within the class are planned for;
- the planning is shared with teaching assistants and any other adults helping in the teaching of the lesson;
- effective planning will build upon the teachers' ongoing assessments of knowledge and skills learned by the children;
- use is made of cross-curricular links in planning so that learning is experienced as integrated and complementary – and pupils transfer their skills;
- materials for each lesson are ready and prepared in advance.

4 Attainment and Progress

We believe that if teaching is good then children's progress will normally be at least good. Attainment is measured in all curriculum areas throughout the year as well as at key times during a child's progress through the school.

As a result of this measuring and tracking process we would expect to see:

- good use of assessment to improve planning and learning (AFL);
- there is evidence of all children making at least good progress over a period of time, whatever their starting point;
- targets appropriate to individuals and the whole class are regularly set and monitored. (see Assessment Policy.)

5 Attitudes and Behaviour

A clear hierarchy of support and sanctions exists to help teachers and other adults maintain positive attitudes and good behaviour at all times, but the greatest aid to this will be good, engaging and interesting teaching enabling active participation on the part of the learners.

We agree that:

- children must be well managed and high standards of behaviour insisted upon by all staff at all times;
- children must be praised and rewarded regularly for their good effort and achievement;
- prompt action must be taken to address poor behaviour;
- all children must know what the rules are and what will happen if rules are transgressed.

THE ROLE OF GOVERNORS

Our governors determine, 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;
- monitor teaching strategies in the light of health and safety regulations;
- monitor 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;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include the Headteacher's report to governors as well as a review of the Inset training sessions attended by our staff.

THE ROLE OF PARENTS

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:

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- sending information in the school newsletter to parents on a fortnightly basis we outline teaching and learning and associated activities.
- keeping the website fully up to date with the curriculum covered in each year group, as well as our policies and practices
- sending termly reports for all subjects to parents in which we indicate the progress made by each child and a more detailed annual report which includes how the child can improve further;
- Offeringparents' evenings , giving staff the opportunity to talk to parents in depth about the learning of their child and discussing they can help to support further.
- Sending information via the 'Ryecroft Reminders' and Schoolcomms systems.

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 and do their best to keep their child healthy and fit to attend school;
- promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the home/school agreement.

MONITORING

To ensure that policy direction is targeted on improving achievement the school will:

1. Observe and evaluate pupil learning regularly through:
 - Learning walks
 - Data analysis
 - Lesson observations
 - Pupil discussions
 - Scrutiny of pupils' work
 - Parental surveys
2. Utilise performance management to deliver better outcomes for pupils;
3. Have a structured approach in place to support teachers moving their practice to at least good.

The Teaching and Learning Policy will be reviewed annually to take into account new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Signed on Behalf of the Governing Body:

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Date.....