



Harbury CE Primary School

Teaching and Learning Policy

Core Purpose

As a primary school, our core purpose is to ensure all our pupils progress well from their starting point in all aspects of their education and that they are taught well so that they attain the highest standards in English and Maths in particular. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to be active, independent and lifelong learners. They will be given a language to talk about their learning... We believe that we will be successful if this core goal is enshrined in a clear and shared approach to teaching and learning and to the school ethos.

Through our teaching we aim to:

- Ensure that we inspire in all pupils a love of learning, an eagerness to know how to improve and the desire to continue to learn through being confident, resourceful, enquiring and independent learners;
- Foster children's self-esteem and self-confidence necessary to constructively influence their own lives. We will help them to understand and be able to build positive relationships with people including those based on mutual trust with all people working in the school.
- Enable children to understand and show respect for the communities that they are part of locally, nationally and globally. They will be taught the values that will make them successful and responsible citizens in line with our Christian ethos.
- Ensure that all pupils have equal opportunity to take part in the life and work of the school;
- Provide a continual journey of learning for both children and adults.

The following describes how we work together as a school in pursuit of these aims.

Teaching and Learning in practice:

We believe that these key skills and attitudes are best developed within a motivating cross-curricular approach. Our aim is to create a rich and varied curriculum, meeting national requirements and enhanced by us to reflect our unique context. Teachers are encouraged to think creatively when planning a term's work in all subjects – to make connections between subjects, to take risks and to be innovative. Depth is more important than superficial coverage to allow for maximum engagement and quality.

As leaders of learning, we believe that teaching staff are providing outstanding teaching and learning when they:

- are role models for their pupils;
- are determined that pupils achieve well, have consistently high expectations of all pupils' attitudes to learning and plan lessons very effectively;
- demonstrate deep knowledge and understanding of the subjects they teach;
- seek out for themselves and their colleagues, opportunities for focused professional development and support'

- encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work;
- work using structures and resources for assessment, planning and delivery that enable and encourage outstanding teaching;
- Build partnerships with parents, the community, other schools and the wider profession that support the provision of high quality teaching and learning;
- All apply the school's policies in relation to behaviour, safeguarding and health and safety consistently to maintain high standards in these areas at all times;

The achievements, attitudes and well being of every person in the school matters

Learning Behaviours

We believe the best thing to do is to teach children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. All children should be equipped to deal with difficulty and show resilience to overcome barriers to success. Our children recognise that effort, persistence and good teaching are what help them improve. 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.

Learning Environments

Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that the children have the opportunity to display their best work at some time during the year. Books of interest are included in the learning environment to enhance opportunities for reading and under All classrooms have a range of dictionaries and fiction and non-fiction books, as well as working walls relating to English and Mathematics. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes the independent use of resources and high quality work from the children.

In order to provide a pleasant, supportive and inspiring working environment for pupils and members of staff, adults in school will:

- ensure the physical environment is safe, comfortable, well-presented and fit-for-purpose;
- maintain a high standard of display in corridors that celebrates the successes of the school and are changed at least termly in most instances

Parents

At Harbury there is a common purpose and shared responsibility amongst children, parents, staff and governors. All are actively committed to the life, growth and development of this school. We believe that parents have a fundamental role in helping children to learn. We do all we can to inform parents about what and how their children are learning.

Teachers will:

- hold information evenings to explain our school's strategy to key parts of the curriculum including early reading, grammar and mathematics.
- inform parents at the start of each term of the topics being studied and how they can support their child;
- set regular, appropriate homework and ensure that it is marked.

Parents will:

- be expected to uphold the tenets of the Home-School agreement they have signed and to support their child's education at Harbury School.

Leadership

Effective school leadership at all levels is fundamental in the pursuit of excellence. School leaders have a responsibility to ensure that the teaching is at least "Good", and often "Outstanding", through support and challenge as necessary.

This will be achieved by:

- Rigorous monitoring of books;
- Lesson observations and lesson "drop-ins";
- Creating a culture that allows staff and pupils to excel;
- Having a deep and accurate understanding of the school's effectiveness and using this to keep the school improving;
- Promoting equality of opportunity;
- An incisive system of Performance Management that leads to professional development, encourages, challenges and supports teachers' development.

We do all we can to support our teachers in developing their skills so that they can continually improve their practice.

Governors will play a key role in holding school leaders to account. They will participate in the above activities as appropriate and will receive accurate frequent updates drawn from the current Learning Improvement Plan and assessment information. They will determine, support, monitor and review the school policies on teaching and learning.

When the requirements of this document are met, we will see:

- a high proportion of lessons that are identified as outstanding;
- outstanding pupil progress in lessons and over time, in their responses, in work and in assessment data;
- teachers who are confident, who enjoy their work and who feel supported by the school's leadership;
- pupils and parents reporting positively about teaching and learning at the school.