



YARMOUTH C OF E (AIDED) PRIMARY
SCHOOL
LEARNING & TEACHING POLICY

INTRODUCTION

Learning in our school is meaningful, challenging, creative, inspiring and respectful

At Yarmouth C E Primary School we provide learning opportunities to which pupils respond with enthusiasm and commitment. Lessons are delivered by committed teachers and provide experiences which cater for the individual needs of all pupils. Pupils acquire knowledge, skills and understanding progressively and at a good pace. We believe that in providing appropriate learning opportunities and experiences, we are equipping pupils with skills that will assist them to lead happy and rewarding lives.

This learning policy has been approved by the staff and Governors of Yarmouth C E Primary school and will be reviewed annually it aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Children learn through their total experience. This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well managed learning environment. It allows the individual needs of each child to be met and ensure they are gainfully employed in active and co-operative learning.

AIMS AND OBJECTIVES

We acknowledge that people learn in many different ways. At Yarmouth C E Primary school, we seek to provide opportunities for pupils to learn in their own preferred learning styles.

At our school we aim to provide rich and varied environments that allow children to develop to their full potential and become citizens of the future.

We aim to provide learning opportunities to:

- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children's self-esteem and help them build positive relationships with other people.
- Develop children's self respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Show respect for all cultures, and in doing so promote positive attitudes towards others.
- Enable children to understand their community and help them feel valued as part of that community.
- Develop children's understanding of their part in the wider community.
- Help children grow into reliable, independent and positive citizens.
- Prepare and equip children for adult life in a highly technological and competitive society.

EFFECTIVE LEARNING

We believe that children learn best when they:

- Are happy, enthusiastic, interested and highly motivated
- Are confident and at ease with their task and have clear goals
- Know the standards expected and are aware of their own limitations, but are not afraid to persevere and learn from mistakes
- Are given tasks which match their ability
- Clearly understand the task
- Know what behaviour is expected and are confident, feel secure and are aware of boundaries
- Have positive relationships with peers and adults
- Are given frequent opportunities to share, evaluate and appreciate their own and each other's work.
- Are encouraged to become increasingly independent in the use of resources and the control of their own learning
- Achieve success and gain approval
- Are challenged and stimulated

We offer opportunities for children to learn in different ways, through a broad and balanced curriculum and extended school activities. These include:

- Investigations and problem solving
- Research and questioning
- Group work
- Paired work
- Independent work
- Whole-class work
- Speaking and listening opportunities
- Development of Information Technology skills
- Fieldwork and visits linked to learning topics
- Responding to visual and musical material
- Learning through technology, i.e. interactive whiteboards, photographs, computer graphics and the Internet.
- Interactive learning
- Creative activities
- Designing and making
- Role-play
- Being active and lead a healthy lifestyle

THE LEARNING ENVIRONMENT

The staff of the school believes that children learn most effectively when:

- There is a happy, supportive environment where children are valued and their work appreciated
- The environment is colourful and stimulating and one in which displays are used for information, celebration, interaction and appreciation.
- There is appropriate, well maintained furniture

- The layout and organisation is clear and known to all children, who use it confidently and independently
- There is a wide range of quality, accessible and effectively used materials and resources available

THE LEARNING ENVIRONMENT

This should be organised to ensure that children have the opportunity to:

- Work individually, in groups and as a class
- Make decisions
- Work co-operatively
- Solve problems
- Be creative
- Discuss their ideas
- Develop social skills
- Develop independence
- Use initiative
- Receive support
- Achieve academically

Learning takes place in an environment which:

- Is challenging and stimulating
- Is peaceful and calm
- Is happy and caring
- Is organised
- Is well resourced
- Makes learning accessible
- Is encouraging and appreciative
- Is welcoming
- Provides equal opportunities
- Provides a working atmosphere

Children should be encouraged to develop organisation skills and independence through:

- Appropriate tasks
- Confidence building
- Example
- Co-operation
- Provision of suitable opportunities
- Responsibilities

EFFECTIVE DELIVERY FOR LEARNING

To ensure learning, teacher delivery should be motivating and in a manner that builds on pupil's skills. Delivery should:

- Be underpinned by a continual process of staff CPD linked to the School Improvement Plan.
- Be supported by a staff, who all have individual learning goals
- Be on knowledge of pupil's level of attainment

- Be supported by clear lesson plans. The plan should include clear learning objectives, information of tasks and resources along with opportunities for learning assessment
- Provide planned tasks appropriate to each child's level of attainment, including children on the school's Special Needs Register
- Planned in light of Quality First Teaching
- Include individual targets for each child during the academic year, which should be renewed as learning progresses
- Include lessons with clear learning objectives, which are shared, both orally and visually, with the children at the outset of the lesson
- Make efficient use of all adults in the classroom to promote pupil learning

DISPLAY

Classroom displays should support learning

Display in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Ideally sometimes they can be 'interactive'.

CLASSROOM MANAGEMENT AND APPROACHES TO LEARNING

There must be a good balance of individual, group and whole class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. Children stay on task and learning should happen. An environment should be created where learning can happen in a safe but challenging manner.

This can be helped by:

- Having well organised and labelled resources
- Taking time to train children in procedures
- Making children aware that the teacher does not always have to be first in line of contact. Other children, support staff and parent helpers can be used.
- Provide opportunities for extending learning

ROUTINES AND RULES

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- Agreed by the children and clearly understood
- Fair and consistent
- Realistic and positive
- Daily activities with which the children are familiar

ACHIEVEMENT

Social, physical, creative and academic achievements are celebrated in many ways as an on-going process in all aspects of school life, by:

- Verbal or written praise by teachers, peers and Head teacher
- Displays of work
- Opportunities to perform or share
- Encouraging self esteem

- A variety of reward schemes

Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in this process by the encouragement of self appraisal and target setting. Assessment is an integral part of the learning process.

EQUAL OPPORTUNITIES

All children have the right to equal opportunities. Teacher's expectations of behaviour and performance by all children should be the same. Teachers must ensure that the same children do not dominate in group work. All activities, including extra curricular activities at Yarmouth C E Primary School are open to all children, numbers permitting.

GOVERNORS

Our governors determine, support, monitor and review the school policy on learning. In particular they:

- Support the use of appropriate resources for learning by allocating resources efficiently
- Ensure that the school buildings and premises are best used to support successful learning.
- Monitor how effective teacher delivery and learning strategies are to raising pupil attainment.
- Ensure that CPD and performance management policies promote good quality learning.
- Monitor the effectiveness of school learning through the school self-review process. These include reports from subject leaders, a review of CPD and the Head teacher's report to governors.

PARENTS

We believe that parents have a fundamental role in helping children learn. We do all that we can to inform parents about their child's learning by:

- Holding parent's evenings to explain our school strategies for learning
- Information delivered at the start of the school year and for learning units of work as they arise during the school year.
- Support and information provided by the school, suggesting ideas and strategies that they can use at home to support their child's learning.
- Supplying individual targets for their child

We believe that parents have a responsibility to support their children and the school in implementing school policies. These policies assist learning. 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 fit and healthy to attend school
- Inform school of any matters outside of school that may affect their child's learning
- Support and promote the school's positive attitude towards learning
- Fulfil the requirements of the home/school agreement
- Support their child in achieving their individual learning targets

November 2009

This policy was reviewed and agreed by the Governing Body.

Signed

Date

Review Date