



TEACHING AND LEARNING POLICY

December 2021

Introduction

At Victoria Community School we believe in the concept of lifelong learning and the notion that our children learn new things every day. We maintain that learning should be a rewarding and an enjoyable experience for everyone. We firmly believe in the fun factor. We promote quality teaching which equips our children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives and to raise standards of achievement for all children. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives as set out in our Mission Statement.

As a school, we are committed to our mission statement – ***‘Where everyone is important’***

We place inclusion at the centre of our philosophy and aim to deliver a broad balanced and inclusive curriculum. We achieve this by:

- Having processes in place to support early identification of need including new arrivals
- Ensuring collaborative working practices with relevant agencies are embraced
- Employing effective strategies to support development of an active partnership between home and school
- Flexible groupings and quality teaching with a range of opportunities for variable staff to pupil ratio to support individual need including dyslexia.
- Providing a range of enrichment opportunities in all key stages.

Aims and objectives

- At our school we aim to provide a rich and varied learning environment.
- We believe our pupils learn best in different ways.
- We pay special attention to ensure we take account of the differing needs of boys and girls. We recognise the challenges for those who are at an early stage in speaking and using English as well as those children whose education in Britain may be limited or have been disrupted.
- We provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community.
- We recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements.
- We recognise the individual needs of the children in the Speech and Language Centre

All members of the school community should work towards the school’s aims by:

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well-ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

Through our teaching we aim to:

- Enable pupils to become confident, resourceful, enquiring and independent learners;
- Foster their self-esteem and help them build positive relationships with other children and adults;
- Develop self-respect and encourage all children to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and promote positive attitudes towards all people;
- Enable our children to understand their community, help them feel valued as well as contributing positively to this community and society;
- Help children grow into reliable, independent and positive citizens;
- Ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- Help our pupils meet and exceed national age-related expectations for attainment and their own targets.

We offer opportunities for all pupils to learn in different ways. These include:

- Investigations and problem solving
- Research work
- Group / Collaborative work – organised according to appropriate criteria (e.g. ability, mixed ability, friendship)
- Individual / Paired / Whole class work
- Repetition
- Use of the computer/ICT, multimedia approaches, mobile devices
- Fieldwork and visits to places of educational interest
- Creative activities and multi-sensory experiences;
- Watching educational content from a variety of sources
- Debates, drama, role-plays, practical exploration and oral presentations
- Designing and making things
- Child initiated play
- Participation in athletic/physical and musical activities
- Specialist SEND, emotional and nurturing groups
- One to one teaching
- A language supported environment
- Extra curricular activities

We encourage our 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.

The role of the teaching team: Quality teaching in Victoria is based upon:

- Good subject knowledge and understanding.
- Effective planning, **setting clear objectives** that pupils understand and differentiate, setting the highest possible expectations of individual learners so they can demonstrate what they can do, understand and achieve.
- **Challenging and inspiring** our pupils.
- **High Expectations.**
- Appropriate methods that help all pupils to **learn effectively.**
- **High standards** of behaviour.
- Effective use of time, **all staff and resources.**
- Being a good role model, punctual, well prepared and organised
- Use of bilingual skills to support and reinforce learning dependent upon the age and stage of the child.
- Thorough assessment of pupil's work.

- Effective use of homework to reinforce and/or extend what is learned in school.
- Motivating the children and building on their skills, knowledge and understanding of the curriculum and apply it across the curriculum.
- Our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability, but to also stretch and challenge them. When planning work for children with special educational needs we base our teaching upon information and targets contained in the children's Individual Education Plans (IEPs). We also consider Individual Behaviour Plans when relevant.
- Setting academic targets. We discuss individual children and set class targets throughout the academic year during Pupil Progress Meetings. We review the progress of each child at the end of each term and set revised targets where necessary. Our current focus is identifying pupils in the lowest 20% as well as highlighting the children who need to access booster teaching for 'catch up'.
- Good working relationships with all children in the class.
- Attractive learning environments. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes high-quality work by the children.
- Links to the Marking Policy
- Access to specialist teachers in music.
- Consultation with professionals from other disciplines eg: SENSS
- Interventions in place to aid closing the gap

This helps our children to:

- Acquire knowledge or skills, develop ideas and increase their understanding;
- Apply intellectual, physical or creative effort in their work
- Be productive and motivated to produce work at a good pace;
- Show interest in their work and sustain concentration;
- To think and learn for themselves;
- To understand what they are doing, how well they have done and how they can improve.
- To achieve success, experience rewards and develop a more positive self image.
- Enjoy their learning and work co-operatively.

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 pupils attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of school teaching and learning policies through the school self-review processes which is included in the annual Headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.
- Active role eg learning walk, book monitoring etc.

The role of parents/carers

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:

- Holding parents' evenings once a term;
- Sending information to parents at the start of the year in which we outline the topics that the children will be studying;

- Sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- Explaining to parents how they can support their children with homework sent through Class Dojo and GSuite, as well as in books
- Meeting informally at the beginning/end of the day or through home books/telephone calls/emails

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 and comply with the authority's policy for extended leave;
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- Promote a positive attitude towards school and learning in general;
- Support the school's homework policy;
- Ensure that all contact addresses and telephone numbers are up to date and correct;
- Inform the school of reasons for their child's absence;
- Fulfil the requirements set out in the home/school agreement.

The role of the children

Children are encouraged to support the school's aims by:

- Attending school in good health, maintained by adequate diet, exercise and sleep;
- Attending school regularly and punctually;
- Being organised, bringing necessary equipment, taking letters home promptly, etc;
- Conducting themselves in an orderly manner in line with the expected behaviour policy;
- Taking increased responsibility for their own learning.
- Logon to G Suite and Dojo weekly to access the homework.

Monitoring review and Evaluation

We are constantly reviewing the teaching and learning in our school. This takes place through a variety of methods such as: whole school and subject specific book scans; lesson observations; planning reviews and by talking to children. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of interventions that are used. Subject leaders will regularly monitor children's books. The Headteacher will observe each class teacher in a specified curriculum area on a regular basis. The Performance Management cycle informs learning and teaching. (See Performance Management Policy)

Links to other policies

Attendance policy/ Extended Leave
 School Mission Statement
 All curriculum policies
 Equality
 Home/School
 Marking Policy
 Performance Management Policy
 How we work in the SLC
 Foundation Stage Policy