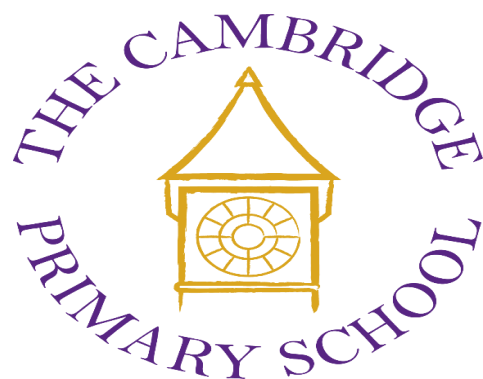


THE CAMBRIDGE PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

2018



Date of Approval:	
Date of Next Review:	
Signed: Headteacher	
Signed: Chair of Governors	

The Cambridge Primary School
Queens Avenue, Wellesley
Aldershot, Hampshire GU11 4AA



Teaching and Learning Policy

Key Principles

Children learn best when:

1. They are encouraged to develop their own ideas and independence by selecting learning materials and tools appropriate to the task.
2. They participate in a variety of learning situations – groups, pairs, whole class and individuals – these develop the independent and co-operative worker.
3. They feel a sense of happiness, security, motivation and stimulation. They feel valued as an individual in the family ethos of the school.
4. They have an opportunity to gain through first-hand experience, such as investigating, exploring, experimenting, questioning, collaborating and listening – supported by positive reinforcement.
5. They form appropriate relationships and partnerships with their peers and adults
6. There is a solid foundation built on a partnership between home and school. Parents are encouraged to work in partnership with the school.
7. Their physical, spiritual, moral, social and emotional needs are taken into account in the school. Also there is an awareness of the wider community.
8. The learning environment is attractive, stimulating and positive. It is easily accessible through clear organisation and labelling of learning materials and effective storage.
9. They have a positive and confident attitude towards learning and playing. They are taught to value and respect fellow classmates, adults, and citizens in the wider community.
10. There is an awareness of gender and cultural issues and there is provision for special needs
11. The learning task is matched to their ability and there is provision for challenge, repetition and extension.
12. Teachers plan, record and assess every child's learning progress. Individual children and their peers also learn to assess their own performance and targets are set with and for children to ensure that there is challenges presented which will sufficiently stretch each child and yet be achievable, allowing them to celebrate their successes.
13. There are concrete policies which ensure continuity and progression throughout the school.

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Agreed Principle 1: They are encouraged to develop their own ideas and independence by selecting learning materials and tools appropriate to the task.		
THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL MAKE SURE THAT:	IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:
<ul style="list-style-type: none"> well labelled, organized and designed areas purposeful movement around the classroom resources are accessible at hand level a variety of resources used with guidance and appropriate limits of choice resources suitable for differing ages and needs words, phrases and questions around the room for the younger children 	<ul style="list-style-type: none"> the classroom is well organized and labelled they value children's independence they allow and encourage children to be independent the children are given opportunities to listen and be listened to they question and guide appropriately they are available to the children 	<ul style="list-style-type: none"> provide appropriate resources and storage a common approach to labelling and organisation a common understanding of use of these resources for both teacher/pupil communication with parents to encourage independence children learn to value, care for and respect apparatus and are given responsibility throughout the school
Agreed Principle 2: Children learn best when they participate in a variety of learning situations – groups, pairs, whole class and individuals, all of which helps develop the independent and co-operative worker.		
THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL MAKE SURE THAT:	IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:
<ul style="list-style-type: none"> working areas arranged to encourage children to work in different ways children working as a class children working independently children working with the teacher in a group children adapting to a different layout, according to task encouraging children to understand that the teacher works with different children and groups at various times 	<ul style="list-style-type: none"> each child knows what she/he is expected to do for the task and what they are supposed to achieve the child knows that the teacher is accessible at all times through a recognised procedure the child knows that the teacher is sensitive and aware of his/her needs and feelings differentiation is taken into consideration the teacher plans with other adults 	<ul style="list-style-type: none"> appropriate resources are provided the procedures for working with groups or individuals are established as an integral part of the whole school policy for teaching and learning, curriculum and EYFS all adults value children's efforts

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Agreed Principle 3: Children learn best when they feel a sense of happiness, security, motivation and stimulation. They feel valued as an individual within the family ethos of the school.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL MAKE SURE THAT:	IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:
<ul style="list-style-type: none"> • children busy and “on task” • accessible resources and approachable adults • good ambience in class and school and good relationships with adults/peers • children sharing their home life at school • celebrating success of child’s life/work in all areas • knowing the procedure of day to day class/school running • opportunities for independent learning and children going happily beyond what is expected • plenty of praise, encouragement and acceptance 	<ul style="list-style-type: none"> • well organised classroom, activities and resources • agreed rules of the class • teacher acts as a role model and values all contributions of work • each child knows that they are wanted and cared for • each child feels secure, happy, motivated and stimulated • children understand procedures • each child is encouraged to be an independent learner 	<ul style="list-style-type: none"> • recognised awareness of class/school rules and organisation • appropriate resourcing • there will be a whole school approach agreed by all school staff (administration, dinner ladies and supply teachers). • good communication between home and school

Agreed Principle 4: Children learn best when they have an opportunity to learn through first-hand experience, through investigating, exploring, experimenting, questioning, collaborating and listening – supported by positive reinforcement.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL MAKE SURE THAT:	IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:
<ul style="list-style-type: none"> • interactive displays, i.e. surface displays, feely boxes • water, sand, construction toys, puzzles, games, mixed media materials will be available • on task conversations • use of head phones and musical instruments • discussing, sharing and valuing each other’s work and ideas 	<ul style="list-style-type: none"> • there are a variety of accessible resources and materials • time is planned for discussion and reflection • children are encouraged to answer and ask questions • children are asked open ended questions and are given open ended tasks to work on. These should be monitored and extended by teachers 	<ul style="list-style-type: none"> • relevant resources and materials • whole school policy on positive reinforcement, behaviour • collaboration is needed between adults and children • an agreed system for recognition and reward (see Behaviour Policy).

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<ul style="list-style-type: none"> • working on projects together • use of television programmes and guest speakers • display of children's work 	<ul style="list-style-type: none"> • children learn to listen and respect what others have to say • rewards are given, i.e. praise, display 	
<p>Agreed Principle 5: Children learn best when they form appropriate relationships and partnerships with their peers and adults.</p>		
<p>THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:</p> <ul style="list-style-type: none"> • adults acting as appropriate role models • group activities – co-operation, sharing, partners • assemblies • children interacting with adult helpers • playground activities and games • children acting as monitors • P.E. Ensuring trust and support with lessons • a partnership between home and school (good communication channels are important) 	<p>TEACHERS WILL MAKE SURE THAT:</p> <ul style="list-style-type: none"> • bullying and name calling is dealt with • they are aware of multi-cultural issues and they value all • resources reflect the pluralist society in which we live • relationships are built with parent helpers and visitors to the school • children are encouraged to collaborate • adults are aware of the class rules and organisation 	<p>IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:</p> <ul style="list-style-type: none"> • respect for people, property and their environment • parents are welcomed into the school • school and parents are working together • all cultures and backgrounds are recognised and respected • children are made aware of people with disabilities
<p>Agreed Principle 6: Children learn best when there is a good foundation built on a partnership between home and school. Parents are encouraged to work in partnership with the school – actively supporting their child's learning.</p>		
<p>THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:</p> <ul style="list-style-type: none"> • use of parent helpers for various activities (i.e. reading) • notice boards form a recognisable link • friendly reception area staff • parents used as a respected resource • use of parents' expertise (i.e. sewing costumes) 	<p>TEACHERS WILL MAKE SURE THAT:</p> <ul style="list-style-type: none"> • he/she is approachable and readily available by appointment • there is good communication through letters, reports, parents' evening • the teacher and parent work in partnership to benefit child's education • means by which a parent can help both at home and school are identified and targeted 	<p>IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:</p> <ul style="list-style-type: none"> • regular parents/evenings and open school day • regular bulletins/reports • regular updating of school brochure and flyers for parents

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<ul style="list-style-type: none"> friendly approach by teacher to parents/children the library can be a valuable link between parent/child and school 		
<p>Agreed Principle 7: Children learn best when their physical, social and emotional needs are taken into account in the school environment.</p>		
<p>THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:</p>	<p>TEACHERS WILL MAKE SURE THAT:</p>	<p>IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:</p>
<ul style="list-style-type: none"> valued objects being brought from home work done at home being valued children entering competitions children sharing their out of school experiences and clubs children being aware of other cultures safety with tools and apparatus is of paramount importance children are seen to be respecting each other a range of stimulating equipment and apparatus 	<ul style="list-style-type: none"> children have the opportunity to be involved in community visits parent become involved in school functions children are taught the safe and correct use of equipment children learn to respect others and their own property the child feels safe and cared for all abilities are developed they are approachable special needs, less able and more able children are catered for 	<ul style="list-style-type: none"> visitors coming into the school whole school policy on behaviour clear rules throughout the school teachers' increased awareness of child's needs consistency of all adults in relation to children children learning to respect adults and each other children feel part of the family ethos of the school regular communication with the parents all children to be treated equally regardless of abilities, needs, race, colour or creed regular parents/evenings and open school day regular bulletins/reports regular updating of school brochure and flyers for parents

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Agreed Principle 8: Children learn best when the learning environment is attractive, stimulating and positive. It is easily accessible through clear organisation and labelling of learning materials and effective storage.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL MAKE SURE THAT:	IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:
<ul style="list-style-type: none"> • Colourful, exciting and interactive displays covering all abilities. Celebrating children’s good work • artefacts and books are displayed to use and handle /storage equipment e.g. boxes • clear labelling • bright and welcoming environment • well organised and labelled classroom • displays and artefacts should reflect cultural diversity • well maintained equipment • a variety of junk materials • visual printed materials • audio equipment 	<ul style="list-style-type: none"> • displays are colourful, meaningful and appropriate • resources are within child’s reach • displays regularly changed • children’s participation and ideas valued • there are designated areas for different activities within children’s reach • children should respect and tidy classroom • children should value classroom environment • clear labelling • all children’s work is valued 	<ul style="list-style-type: none"> • resources are available in central storage space • staff awareness of joint resources • consideration of storage space and containers in classroom • labels should follow whole school policy procedure • exciting and interesting areas should be created (i.e. library) • safe and appropriate furniture – matching if possible • reporting of faulty equipment and furniture • well maintained building inside and out

Agreed Principle 9: Children learn best when they have a positive and confident attitude toward learning and play and they value and respect fellow classmates, adults and others in the wider community.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL MAKE SURE THAT:	IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:
<ul style="list-style-type: none"> • well displayed and clearly labelled work – of all children • children being praised • children being given responsibilities in the classroom • children being encouraged to be confident and considerate to others • appropriate adult role model 	<ul style="list-style-type: none"> • criticism allows for positive growth • children are encouraged and made aware of doing the right thing • children are given responsibility in the classroom • children are encouraged to feel proud of their work • children share their home experiences and resources 	<ul style="list-style-type: none"> • agreed strategies on procedures for dealing with mistakes made by children in their work (marking policy) • children’s work is displayed attractively throughout the school • displays are clearly labelled • children’s work efforts are rewarded in assembly and in classroom

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<ul style="list-style-type: none"> • books representing positive gender and cultural images • resources reflecting positive cultural and gender image • display of 3-dimensional models clearly labelled • children working well together in the playground and classroom • children are well motivated 	<ul style="list-style-type: none"> • teacher finds something positive to say about all children • children's responses are listened to • children are exposed to a variety of books pictures, programmes and videos reflecting all cultures 	<ul style="list-style-type: none"> • teacher praises work through positive comment, and images i.e. stickers • sharing class work in assemblies and plays to increase self esteem • whole school behaviour policy
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Agreed Principle 10: Children learn best when there is an awareness of gender, cultural and special needs issues.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL MAKE SURE THAT:	IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:
<ul style="list-style-type: none"> • children sharing their positive home background p • positive images in books, resources and programmes of cultural backgrounds, gender and special needs • all children taking responsibilities • sharing of different cultures' festivals through children talking • mixed groupings of race and gender • sensitivity to cultural issues 	<ul style="list-style-type: none"> • books are not stereotyped (race and gender) • groups will be mixed (according to 'make-up' of class) • children are sensitive to each other's race and gender differences • children share their cultural and social backgrounds to widen experiences • they are aware of special needs issues and show sensitivity 	<ul style="list-style-type: none"> • books from various cultures • books dealing with social issues • non-stereotyped books • artefacts, pictures, musical instruments and other resources reflecting different backgrounds. • sharing of cultures and an understanding of each other's faiths and beliefs

Agreed Principle 11: Children learn best when the learning task is matched to their ability and there is provision for challenge, repetition and extension.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL MAKE SURE THAT:	IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:
<ul style="list-style-type: none"> • independent learning • graded work and material • good organisation • a variety of reinforcement materials 	<ul style="list-style-type: none"> • the children are aware of material locations so they can use them independently • the children are aware of class procedures and rules 	<ul style="list-style-type: none"> • collective resources • planning for whole school • shared expectations and moderation • collection and sharing of ideas

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<ul style="list-style-type: none"> • provision of appropriate materials • good use of resources • pupils persevering with their work • pupils helping one another where appropriate 	<ul style="list-style-type: none"> • there is good access to resources • they intervene at various stages to reassure and encourage child • work is graded • there are appropriate extension activities 	
<p>Agreed Principle 12: Children learn best when teachers plan, assess and record every child’s learning progress and when individual children and their peers learn to assess their own performance.</p>		
<p>THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:</p>	<p>TEACHERS WILL MAKE SURE THAT:</p>	<p>IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:</p>
<ul style="list-style-type: none"> • children’s work is displayed around the classroom for others to appreciate and admire (if the room has space to) • children redraft their work in collaboration with the teacher • teachers interacting with the children and discussing work • differentiation • teachers putting positive and constructive remarks on the child’s work and ideas for improvement including setting targets with and for the child, to stretch and challenge each child appropriately • children working collaboratively on groups on various areas – so they have an opportunity to discuss 	<ul style="list-style-type: none"> • they keep pieces of work to show the child’s level of attainment and progress • they plan regularly • they record test results • they keep pupil profile records • they are constantly assessing the child’s work • they keep reading records • they encourage children to self-assess by showing what they should be aiming for • they keep appropriate records in line with the whole school policy • every child is an individual and work is tailored to meet these needs with individual targets being appropriate to all children who have learning difficulties to the most able. • through marking we make the children aware of their next steps and encourage them to act on it 	<ul style="list-style-type: none"> • good communication and transfer of records between year groups and schools • whole school assessment policy • good interaction between home and school • regular year group/phase meetings to make weekly and termly plans and exchanging ideas

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Agreed Principle 13: Children learn best when there are concrete policies which ensure continuity and progression throughout the school		
THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL MAKE SURE THAT:	IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:
<ul style="list-style-type: none"> • the agreed subject policies are being implemented by all staff • evidence of planning, recording and evaluating using the said policies • evidence of coordinators moderating these policies and sharing colleagues' lessons to ensure policy into practice 	<ul style="list-style-type: none"> • work reflects the content of subject policies to ensure continuity and progression 	<ul style="list-style-type: none"> • update of policies • continue evaluation and implementation • all staff should participate in policy formation

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