

THE CAMBRIDGE PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

2022-2024



'Inspiring Minds Together'

Date of Approval:	Sept 2022
Date of Next Review:	Sept 2024

The Cambridge Primary School
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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 educational 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 that ensure continuity and progression throughout the school.

Learning Characteristics

We consider it is of vital importance that children learn and develop positive characteristics as individuals alongside academic knowledge and skills. These qualities will ensure they continue to learn and thrive throughout their school life and beyond. Our Learning Characteristics are being **brave**, **innovative**, **collaborative** and having **ownership**. They are embedded throughout the curriculum and developing them is at the heart of our practice.

Agreed Principle 1: Children learn best when 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, organised and designed areas • purposeful movement around the classroom • resources are accessible by the children • 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 as prompts for children and in Reception, for adults 	<ul style="list-style-type: none"> • the classroom is well organised 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 ask open questions to promote independence and guide appropriately • they are available to the children 	<ul style="list-style-type: none"> • provide appropriate resources and storage • a common approach to displaying key resources e.g. phonics sounds • 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 LSAs work 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 • each child knows what to do if they need support and find the learning challenging • each child knows that adults in the classroom are sensitive and aware of his/her needs and feelings • each child knows mistakes are seen as positive learning experiences and celebrated as ‘marvellous mistakes’. • differentiation ensures learning is achievable with the appropriate amount of challenge • they plan 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 including EYFS • all adults value children’s efforts and celebrate ‘marvellous mistakes’.

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 • celebrating ‘marvellous mistakes’ and any challenges faced when learning • 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"> • the day is organised and this is communicated to the children through a visual timetable • classrooms, resources and activities are well organised • the school rules are explained, referred to regularly and agreed by the class • they model the school values • they value all contributions • each child knows that they are important, wanted and cared for • each child feels secure, happy, motivated and stimulated • children understand procedures • each child is encouraged to be an independent learner • bravery is encouraged so children always attempt the learning, talk about their challenges and share their ‘marvellous mistakes’. 	<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 resources and displays, i.e. surface displays, feely boxes • water, sand, construction toys, puzzles, games, mixed media materials will be available • on task conversations in pairs, small groups and as a class • discussing, sharing and valuing each other's work and ideas • peer assessment • working on projects together • use of the internet and visitors • displays of children's work celebrating creativity 	<ul style="list-style-type: none"> • children learn to listen to each other, value and respect what others have to say • 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 • collaboration is needed between adults and children • an agreed system for recognition and reward (see Behaviour Policy).

Agreed Principle 5: Children learn best when they form appropriate relationships and partnerships with their peers and adults.		
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"> • 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, mentors and play leads • P.E. Ensuring trust and support with lessons • a valued partnership between home and school with excellent communication 	<ul style="list-style-type: none"> • children understand the importance of respect-themselves, others and their environment • children understand the importance of valuing and celebrating diversity and difference • resources reflect and celebrate the local community and society in which we live • positive relationships are built with parent helpers and visitors to the school • children are encouraged to collaborate • all supporting and visiting adults are aware of the class rules 	<ul style="list-style-type: none"> • respect for people, property and their environment • parents and visitors are welcomed into the school • school and parents are working together • all cultures and backgrounds are recognised and respected

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.

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"> • regular newsletters • weekly home learning letters • year group and curriculum information booklets • regular parent workshops to help support learning e.g. maths and phonics • friendly reception area staff • use of parent helpers for various activities such as reading • use of parents’ expertise for special projects and interests • friendly approach by teacher to parents/children (an open door policy) 	<ul style="list-style-type: none"> • he/she is approachable and readily available by appointment • there is good communication through phone calls, letters, reports and parents’ evening • the teacher and parent work in partnership to benefit the child’s education 	<ul style="list-style-type: none"> • meet the teacher sessions • regular parents evenings • regular bulletins/reports • regular updating of school website, information booklets and letters for parents

Agreed Principle 7: Children learn best when their physical, social and emotional needs are taken into account in the school environment.		
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 respecting each other and the school environment • home learning valued and celebrated in school • children entering competitions • children sharing their out of school experiences and clubs • children bringing in artefacts for their own cultures to share with their class • children being aware of other cultures • safety with tools and apparatus showing this is of paramount importance • 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 keep themselves safe-online, in their environment including 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 with an appropriate amount of support and challenge 	<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 community ethos of the school • regular communication with the parents • all children to be treated equally • regular parents evenings • regular newsletters • regular updating of school website, information booklets and letters for parents

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 learning environments with key vocabulary displayed • artefacts and books are displayed to enhance the learning • quiet spaces for reflection • well organised classrooms with clearly labelled resources • displays and artefacts that reflect cultural diversity • well maintained equipment • a variety of multi-sensory resources 	<ul style="list-style-type: none"> • displays are supportive, meaningful and appropriate • resources are within the children’s reach • children’s participation and ideas are valued • there are designated areas for different curriculum areas within the classroom so children know where to look for support • children have ownership of their classroom environment so they respect, value and keep it tidy • there is clear labelling on all resources and key vocabulary is displayed • 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 • exciting and interesting areas should be created throughout the school • safe and appropriate furniture – matching if possible • reporting of faulty equipment and furniture • well maintained building inside and out

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 • resources with positive images of cultural backgrounds, gender and special needs • all children taking responsibilities • children sharing their different cultures including festivals • sensitivity to cultural issues 	<ul style="list-style-type: none"> • books are not stereotyped (race and gender) • children understand and celebrate diversity and difference • 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 • 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"> • the children are aware of how they can support themselves independently including where to access resources • the children are aware of class routines, rules and expectations • they intervene at appropriate stages to reassure and encourage child • there are appropriate extension activities and the children know how and where to access them 	<ul style="list-style-type: none"> • collective resources • planning for whole school • shared expectations and moderation • collection and sharing of ideas

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.

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"> • teachers interacting with the children and discussing work (verbal feedback) to decide areas of success, challenge and next steps • children interacting with each other and discussing their work • children redrafting their work in collaboration with the teacher • differentiation • children working collaboratively in groups on various areas – so they have an opportunity to discuss 	<ul style="list-style-type: none"> • they encourage children to self-assess honestly through verbal feedback • they keep pieces of work to show the child's level of attainment and progress • they plan regularly in direct response to previous learning • they keep pupil records • they are constantly assessing the child's work • they keep reading records • 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 hand over of information 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 exchange ideas

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 subject leaders moderating these policies and using them as a framework when monitoring (ensuring policy into practice) 	<ul style="list-style-type: none"> • work reflects the content of subject policies to ensure consistency, continuity and progression 	<ul style="list-style-type: none"> • review and update of policies • continue evaluation and implementation • all staff should participate in policy formation