



## Learning and Teaching Policy

### Purpose of the Policy

- To ensure common practise in learning and teaching amongst the staff
- To provide information for other interested parties
- To ensure continuity and progression for children at every stage of their development.
- To reflect current practice and thinking about learning and teaching.
- To encourage staff to work as a team

### Rationale

At Queens Park Lower School learning and teaching is our primary purpose. Through a programme of learning and teaching we seek to encourage children to:

- achieve their potential in terms of academic and sporting achievement, aesthetic appreciation and spiritual awareness
- develop a responsible and independent attitude towards their work and their roles in society
- develop their learning skills
- be tolerant and understanding, respecting the rights of others,

Learning and teaching involves:

- esteeming children as individuals and respecting their rights and values;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a supportive and appropriate environment in which expectations are clear to all;
- offering equal opportunities in all aspects of school life
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team supporting and encouraging one another.

We see learning and teaching as a process of co-operative team work involving:

- children
- teachers
- support staff
- parents
- Governors
- others in the community.

## Aims

During each child's time at Queens Park Lower School the ultimate aim is that they will become an independent learner who is a happy, confident, well behaved, tolerant and caring individual well prepared for their next step in life.

Our aims are:

- to create a positive school ethos in which everyone is happy
- to help each child acquire a good self image, self esteem and a sense of identity and belonging;
- to help each child/adult develop their learning skills
- to help each child learn that courtesy, good manners and considerations for others are important qualities
- to ensure a command of basic English and an ability to listen and communicate with others
- to encourage an enjoyment of reading
- to develop a knowledge and understanding of basic mathematical concepts, language and operations
- to encourage scientific curiosity
- to develop informational technology skills and an awareness of the use and power of the application of information and communication technology in the modern world
- to help each child have the confidence and perseverance to solve problems and tackle investigations through mathematical scientific and technological studies
- to awaken an awareness of the heritage around us through historical, geographical and religious education studies
- to foster creativity in art and music
- to provide an enjoyment of physical activities, drama, movement and mine and to teach basic recreational games skills;
- to encourage an appreciation of beautiful things and a sense of awe and wonder;
- to foster spiritual awareness, personal values and moral integrity;
- to develop an awareness that we live in a pluralist society and to encourage a sensitive, unbiased, fair-minded, open approach to others and their beliefs and practices;
- to help children to be part of the community in which they live;
- to establish an environment within which teaching and support staff, parents, governors and future parents can work with each other for a successful achievement of these aims.
- To promote consideration for all living things and foster stewardship for the world in which we live

## **Class Organisation**

The school is located on two sites - early years on Marlborough Road and Key Stages 1 and 2 on Chestnut Avenue.

The foundation stage - nursery and reception - are organised in open plan units allowing children to access all elements of the curriculum. Children are organised into small groups supported by teachers and nursery nurses for short periods each day. Children are encouraged to be independent learners but are also guided in their choices and experiences. Both the indoor and outdoor environments are used.

Key Stage 1 is organised into 6 classes of no more than 30 children in one class. There are 3 year 1 and 3 year 2 classes. Each class has one class teacher and a proportion of support from teaching assistants. There are two Level 3 teaching assistants (nursery nurses) supporting - one in each year group.

Key Stage 2 is organised into 5 classes of mixed year 3 and year 4. (this is subject to annual review by the governing body and is particularly dependent on the available accommodation). Each class has one class teacher and a proportion of support from teaching assistants. There are two level 3 teaching assistants supporting all five classes.

### **Teaching Styles and Approaches**

Staff endeavour to provide a stimulating, caring environment in which each child may do their best in academic and sporting achievement and academic and spiritual awareness.

The children are taught using a careful balance of individual, group and whole class activities. These activities are devised to enable each child to progress at their own pace and within their own capabilities and incorporate a blend of oral, practical and written work.

Through the teaching programme our aim is to provide learning experiences which

- start from where the child is
- are matched to each child's needs and abilities
- are relevant and worthwhile
- are planned, purposeful and organised with a clear teaching input
- have clear learning outcomes
- enable concepts, knowledge, skills and attitudes to be developed
- are practical and first hand
- allow each child to absorb, broaden, reflect and make sense of their experiences

The staff will encourage the children to

- develop responsible attitudes and behaviour
- persevere
- build on their successes
- make constructive use of initial mistakes
- move positively through moments of doubt and uncertainty
- become independent learners by utilizing their preferred learning styles.

Feedback to the children about their own progress is achieved through oral interaction and the marking and assessment of work. The assessment of children's work is a positive, sensitive and sympathetic process. Whilst assessing the child's work emphasis will be on identifying methods used and questioning results. In the Foundation stage there will be a carefully planned programme of observations and discussion. In Key Stage 1 and 2, whenever possible, marking is undertaken as a partnership between child and teacher. Where this is not always possible, teachers are expected to provide verbal and/or written comments that will help the child in preparation for their next assignment. Targets will be set by the child or the teacher for improvement.

Children have opportunity to take books home to read with their families every night. From time to time children may be asked to gather information or materials or undertake a task for a class theme or project. Children in Key Stage 1 and 2 will take home spellings and times tables to learn. Children in Key Stage 2 may also be given occasional other homework.

At Queens Park Lower School, we use display to enhance and celebrate the children's learning. We aim to create a stimulating environment and encourage children to take a pride in their own work and a keen interest in the work of others. Children will be involved in preparing their work for display and will be encouraged to use display as part of their learning. Explanatory labels or notices may also be used to provide information on the purposes of the work and the standards expected. Notices and labels will, sometimes, be translated into community languages.

### **Religious Education and Collective Worship**

The school is not affiliated to a specific denomination.

Religious Education is taught in accordance with the Bedfordshire agreed syllabus.

Through the Religious Education curriculum the staff endeavour to help each child to:

- gain knowledge of world faiths particularly those represented in our community
- develop a personal and moral integrity by a realisation that there are rules for living and an understanding of the difference between right and wrong.
- develop a caring attitude to others
- develop an awareness that we live in a pluralist society and encourage a sensitive, unbiased, fair minded, open approach to others beliefs and practices of others.
- develop a respect and appreciation of the world in which we live.

The daily act of collective worship aims to support and make a relevant contribution to the Religious Education Programme.

### **International Primary Curriculum**

In 2005 the school introduced the International Primary Curriculum as a thematic curriculum model aimed at realising the aspirations named above. The curriculum compliments and enhances the national curriculum and takes advantage of the 'freedom'

offered by Excellence and Enjoyment. English and Mathematics are taught separately but all other subjects are covered by a thematic approach - a long term plan is currently being developed.

Further the curriculum develops international mindedness that will prepare children for the global community.

The staff aim to teach elements of cross-curricular themes, PSHCE, Health education, Environmental education, Citizenship through the foundation stage curriculum, and through the core and foundation subjects of the National Curriculum, Religious Education and relevant themes alongside the attitudes and values promoted in the school. The School Council contributes strongly to these aspects.

### **Planning, Continuity and Progression**

The curriculum of Queens Park Lower School is the whole learning experience offered by the school. It is not only the activities and experiences which are planned, organised and provided while the children are at school, but also the tone, standards, quality and discipline of the school, alongside the attitudes and values the school puts forward.

In this school the following criteria are taken into account in the planning and delivery of the curriculum:

- the Foundation Stage Curriculum and Early Learning Goals,
- the National Curriculum programmes of study and attainment targets supported by the International Primary Curriculum.
- an emphasis on English and Mathematics skills (with particular reference to the Primary strategy)
- an awareness of the needs of children for whom English is an additional language
- the spiritual, moral, cultural and social development of the children
- the Bedfordshire agreed syllabus for Religious Education

In the Foundation stage, the team plans experiences that cover the six strands of learning.

Details of planning and monitoring/evaluation may be found in the [Planning Policy](#) and the [Monitoring and Evaluating Policy](#).

### **Central Resources**

**English** - most resources are stored in the English resources area outside 1A classroom. However the reading stock is stored in the library and all classes have a selection of English resources in their classrooms.

**Maths** - most resources are shared between the various classes but a small supply of other resources is currently kept in the maths stock cupboard next to the deputy head teacher's office.

**Science** - most resources are kept in the central resources room.

**IT** - most resources are kept in the ICT suite, however all classrooms have Interactive White Boards, projectors and a CD player. All teachers have a laptop and are expected to use these in their teaching. All classrooms are equipped with at least three additional work stations that are linked to the school network.

**Art, Design Technology** - paper, card and paint etc. is stored in the main resources cupboard. There is a microwave in the staff room and a mobile cooker in the central resources room.

**History/Geography** - equipment and resources are stored centrally in the main resources cupboard when not in use in classrooms. There is a small selection of resources stored in Key Stage 2.

**PE** - equipment and resources are either in the hall or in the cupboard in the hall.

**Music** - instruments are stored on the music trolley which is based in the school hall.

**RE** - Resources are stored in the central resources room.

**Special Educational Needs** - most resources are stored in classrooms but a small number are also kept in the Inclusion Managers office.

There is also a selection of subject specific books in the staff library in the staff room.

The children are also encouraged to be aware of resource storage and the rules governing them. They may occasionally be asked to gather resources and take responsibility for them.

### **Classroom Resources**

These are the responsibility of the class teachers who ensure that:

- there is a range of appropriate, accessible and labelled resources available from which teachers and pupils can select materials suitable to the task in hand.
- all children know where resources are kept and the rules about their access and use.

Please also see Staff Handbook for guidance on classroom resources and organisation.

### **Health and Safety**

All staff must be aware of Health and Safety guidelines - available in the school policy. There is a named governor for health and safety who visits the school at least once each term for a health and safety inspection.

### **Special Educational Needs.**

Whilst acknowledging that every child is an individual with individual needs the school recognises that some children may need additional support to enable progress or to develop a gift.

All individual children with SEN are integrated into the classroom and with the support of an adult where appropriate, have access to the curriculum alongside the rest of the class.

Provision is made for those who are gifted and talented

SEN policy outlines our procedures in detail.

### **Equal Opportunities**

All children are given equal opportunities to study all areas of the curriculum. The staff aim to provide a curriculum that is free from bias and stereotyping. Equal Opportunities policy outlines our procedures in detail.

### **Partnership with Parents**

We believe that parents have a significant part to play in the life of our school. Our relationship with parents and the community is outlined in our Partnership with Parents and the Community policy.

### **The Governing Body**

The Head, Staff and Governing body enjoy an excellent professional relationship working together for the good of the school. All governors are involved with the school not only by actively working on committees but by visiting the school to observe and report on teaching and learning.

All new governors are introduced to the school through an induction programme and each governor is given an induction training pack, which gives details of their roles and responsibilities, standing orders, terms of reference for committees as well as other information concerning the functioning of the school.

### **Review and Evaluation**

This policy is linked directly to the following policies:

- a)
- b)

This policy will be reviewed by the school leadership team, Governors and whole staff as appropriate.

Signed.....  
Chairperson of the *Governing* body.