

Northwick Park Primary and Nursery Academy

Teaching and Learning Policy

At Northwick Park Primary and Nursery Academy we aim to provide the best possible start to a child's education. Staff are committed to ensuring each child reaches their potential in terms of learning and social progress. We aim to promote equal opportunities for each child in an inclusive school.

The Teaching and Learning Policy aims to make explicit the shared, agreed, broad principles and practices upon which teaching, learning and the school environment at Northwick Park Primary and Nursery Academy are based. This policy acts as an overarching policy for all other school documents and along with the aims of the school provides the philosophical framework through which we operate. We believe learning is a process that involves acquiring knowledge, skills and concepts while developing positive and worthwhile attitudes that enable a child to be a good citizen. This learning process is designed to enable learners to take on an increasing level of responsibility as they mature and develop.

We believe that the purpose of teaching is to promote active learning. Effective learning occurs when the following principles and practices are in operation. There are four key elements which impact upon the learning process: 1) What the child brings to the school 2) What the school offers 3) The influence of parents/carers 4) The influence of the 'Wider Community'.

Key Principles and Aims

1.The Child

<u>Principles and Aims</u>	<u>Guidelines to Achieve Principles and Aims</u>
a) To acknowledge that children bring prior experiences, expectations and styles to their learning.	<ul style="list-style-type: none">• Intake Meetings• Formal and informal parental discussions with Foundation Stage teachers.• Teachers' awareness of pre-school experiences.• Observation of children in school.• Sharing of information with parents/carers.• Communication between staff at transfer times.• 'Circle Time' activities for children to share experiences.• Providing opportunities for children to build on experiences other than

	<p>those they have during the school day e.g. Out of School Hours Learning activities.</p>
<p>b) To understand that children learn best from active, first hand experiences.</p>	<ul style="list-style-type: none"> • Providing stimulating ‘hands on’ experiences through careful use of resources. • Learning through play (investigation, exploration, practical experiences), then theory and abstraction • Use of school trips and the local community.
<p>c) To acknowledge that children develop academically, socially, emotionally, physically and spiritually at different rates and to respect and value children at different stages of development.</p>	<ul style="list-style-type: none"> • Offering a range of open-ended activities. • Valuing all contributions e.g. in displaying work that represents the ability spectrum. • Using careful questioning differentiated in order to challenge and extend the learning of children working at all ability levels. • Differentiating work. • Encouraging a sense of ‘awe and wonder’ and actively teaching and encouraging thinking skills.
<p>d) To acknowledge that children need feedback and information on their progress in school in order to progress</p>	<ul style="list-style-type: none"> • Target setting and review process – individual, group or class targets set in line with school policy. Reviewed with child before new targets are set. Self evaluation of targets by children. • Marking in line with school policy – see Policy Document. • Reward/ Achievement System – see ‘Rewards and Sanctions’ in Behaviour Policy. • Informal conversations with child during marking/ teaching.
<p>e) To acknowledge that children’s involvement in their own learning is of vital importance.</p>	<ul style="list-style-type: none"> • Children work collaboratively on open-ended activities. • Children involved in target setting and review process – see above. • Staff plan stimulating lessons. • The learning environment encourages choice and opportunities for children to explore their own ideas.

2. The School – Learning

<p>a) To build self-esteem and encourage respect for others.</p>	<ul style="list-style-type: none"> • Behaviour and PSHE policies in place – refer to policies for more information. Initiatives such as ‘The Rainbow Book of Kindness’ • Staff act as positive role models to the children. • Constructive discussion of issues encouraged within the classrooms.
<p>b) To include all children and provide equal access to the curriculum.</p>	<ul style="list-style-type: none"> • Refer to Gifted and Talented / Inclusion Policy and SEN Policies. • Refer to ‘Equal Opportunities Policy’. • Learning tasks and activities differentiated to meet the needs of all children. • A range of teaching strategies employed. • Support staff are planned for, trained and used effectively. • A range of high quality resources are available and used effectively.
<p>c) To encourage children to develop independent learning skills.</p>	<ul style="list-style-type: none"> • Classroom resources are appropriate, of a high quality and easily accessible to children. • Children know school routines and timetables. • There is a progression of skills evident in planning which will encourage children to extend their own learning and take an increasing responsibility.
<p>d) To promote positive attitudes towards learning and self-discipline.</p>	<ul style="list-style-type: none"> • Refer to Behaviour Policy. • Staff make explicit high expectations e.g. by sharing and praising good effort, marking work constructively etc. • Challenging but achievable tasks and activities are set. • Opportunities for self-assessment and self-reflection are identified.
<p>e) To encourage the development of critical thinking.</p>	<ul style="list-style-type: none"> • Investigative activities planned for in all areas of the curriculum. • Children are encouraged to use well structured questioning techniques. • Positive appraisal of work by others e.g. in drama or PE. • Direct teaching of thinking skills at an

	appropriate level.
f) To ensure that Speaking and Listening skills are a central part of the learning process.	<ul style="list-style-type: none"> • Provide structured and unstructured situations for paired, group, class discussions. • Assemblies used to develop Speaking and Listening skills. • Opportunities through drama and role-play.
g) To provide opportunities for children to take an active role in their learning.	<ul style="list-style-type: none"> • Children have a knowledge of school routines that leads to security. • Starting points of activities reflect the interests and experiences of the children. • Children are consulted on 'Key Issues' i.e. which areas to research. • Children are given opportunities to make choices and express preferences.
h) To further develop and maintain an attractive physical environment to motivate children's learning.	<ul style="list-style-type: none"> • Provide high quality and challenging interactive displays. • Classrooms are well organised and designed to facilitate independence. • Defined class/school areas with tidy and accessible resources. • A high quality outdoor environment is provided to promote development of physical and social skills. Children take responsibility for outdoor areas (e.g. Gardening Club).

3. The School – Teaching

a) To ensure the curriculum has breadth and balance and provides progression and continuity.	<ul style="list-style-type: none"> • See school's Curriculum Map and Schemes of Work. • Liaison between Key Stages • Liaison between year groups. • Enrichment Activities and Out of School Hours Learning opportunities provided e.g. Science Club, Art Club. • Curriculum areas Action Planning process feeding into overall School Development Plan.
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<p>b) To deliver, plan, monitor and evaluate the curriculum effectively.</p>	<ul style="list-style-type: none"> • Careful timetabling monitoring. • Long term planning in place to ensure coverage of National Curriculum. • Medium term planning completed in year groups with expert advice from subject leaders as necessary. • Weekly planning completed in year groups. Planning is monitored by subject leaders. • Peer observations as part of the Performance Management cycle. • Evaluation strategies agreed and in place. • Planning formats in place. • Action planning by subject leaders in consultation with staff informs future development and areas of need. • Target Tracker used to ensure children's achievement on target. • National data used to monitor effectiveness of teaching.
<p>c) To employ a range of teaching strategies to meet the needs of all children.</p>	<ul style="list-style-type: none"> • See SEN, Gifted and Talented, Homework and EAL policies. • Planning incorporates a range of teaching styles used to cater for the needs of children with visual, kinaesthetic and auditory learning styles. • Opportunities for individual, paired, group and whole class work are identified. • Activities are planned to include investigative and open ended activities in addition to those with a clearly defined outcome.
<p>d) To regularly assess each child's learning progress.</p>	<ul style="list-style-type: none"> • See Assessment Policy. (A range of assessment opportunities are identified throughout the year and are moderated across the year group). • Assessment opportunities identified in planning. • Formal assessments and tests (SATs). • Sampling of children's work by subject co-ordinators. • Moderation of standards across school and year group by subject leaders. • Use of Target Tracker.

<p>e) To deploy resources effectively to promote the most effective teaching.</p>	<ul style="list-style-type: none"> ● See Staff Development Policy. ● Resources maintained by subject leaders, kept centrally, clearly labelled in accessible areas. ● Effective management of the school budget. ● Staff inform subject leaders of new equipment that is needed or needs to be replaced.
<p>f) To use the physical environment to the best possible advantage.</p>	<ul style="list-style-type: none"> ● Teaching space arranged for to ensure optimum use and the potential to be adapted for a range of teaching styles. ● Easy access to all relevant areas and resources. ● Themed areas e.g. Library, Arts Room, ICT suite ● Use of non-classroom areas incorporated into planning (e.g. hall, playground, library etc).

4. Parents and Carers

<p>a) To value the importance of the learning that takes place in the home environment.</p>	<ul style="list-style-type: none"> ● See 1(a). ● Children to be encouraged to bring their home interests/cultures/languages/experiences to share at school. ● Provision of resources which reflect those interests/cultures/experiences/languages. ● Refer to Homework Policy. ● The starting point for work will be what the child can do already.
<p>b) To value the unique insight into and support for children's learning that parents and carers provide.</p>	<ul style="list-style-type: none"> ● Provide a variety of opportunities for parents and carers to discuss their children both formally and informally.
<p>c) To involve parents and carers in the work and life of the school.</p>	<ul style="list-style-type: none"> ● Parents invited in for Intake/Curriculum Meetings. ● Parents invited into school for seasonal events e.g 'Christmas Decorations Day' and 'Pancake Tossing'. ● Newsletters sent ● Utilising parents' skills e.g. parent

	<p>helpers in the classroom for art activities.</p> <ul style="list-style-type: none"> • Home/ school agreement. • Encourage parents to be active participants in the PTA.
d) To inform parents and carers of their children's progress and involve them in their children's learning.	<ul style="list-style-type: none"> • Parent Partnership- see prospectus. • Home/school agreement. • Homework Club • Parental workshops e.g. Maths. • Parents' Evenings. • Open evenings in the summer term to view work/displays. • Formal Written Reports • Use of Home/School diaries. • Individual targets sent home via Home/School diaries. • Informal discussions – teachers available after school and at other arranged times. • SEN consultations and reviews. • Monthly newsletters.

5 The Wider Community

a) To fulfil our legal requirements.	<ul style="list-style-type: none"> • Promote all aspects of Inclusion. • Include National Curriculum, Foundation Stage and RE requirements in planning. • Issue annual reports which follow D of E guidelines. • Carry out statutory assessments and pass on to those with a legal requirement. • See Health and Safety Policy
b) To maintain and further develop our links with the wider community.	<ul style="list-style-type: none"> • Maintain recognition as an 'Investor in People' and 'Healthy School'. • Encourage visits from members of the local community – religious leaders, grandparents, local councillors etc. • Hold special 'Community Events' e.g. inviting elderly people from the local sheltered housing to lunch once per month.

	<ul style="list-style-type: none"> • Invite local businesses to participate in fundraising events/careers day. • Active partnership with the PTA. • Promote liaison with other schools – sharing good practice, partnerships with local schools to support students, visiting other schools to read during their ‘Book Weeks’ etc. • Visit local organisations and community services e.g. library, places of worship, nurse.
c) To ensure the school reflects the Wider Community.	<ul style="list-style-type: none"> • Multi- lingual signs around the school. • Inclusion of all in the curricular content. • Resources represent a range of cultures. • Value Senior Citizens in the community. • Encourage mutual respect. • Encourage global links e.g. ‘Sponsored Child’ project.
d) To promote ethos of the school within the Wider Community.	<ul style="list-style-type: none"> • Advertise events locally – press, parents’ letters, notice boards. • Participate in community activities e.g. Canvey Awards Evening and Canvey Carol Concert. • Use local venues for displaying school work see above. • Members of staff attend local functions. • Maintain links with the Investors in People network.
e) To recognise that all members of the local communities are involved in the learning process.	<ul style="list-style-type: none"> • Governors from local businesses and establishments. • Value children’s achievement outside school e.g. Cubs, Dance, Sports etc • Invite speakers into school e.g. Religious leaders, Police, Grandparents, School Nurse, Firefighters etc.

Review, Monitoring and Evaluation

The policy is kept under review by the Senior Management Team. Monitoring and evaluation of this policy is completed yearly, or as necessary, in liaison with staff.

Policy Updated: December 2014

To be reviewed: December 2017