



# **Awsworth Primary and Nursery School**

## **Teaching and Learning**

**Review Date: Spring 2025**

**Agreed by: Local Governing Body**

**Review Date: Spring 2028**

1.1 At **Awsworth Primary** and Nursery School we believe in the concept of lifelong learning and the idea that both children and adults learn new things every day. As outlined in our Mission Statement we maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

1 Introduction

2.1 We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. As a UNICEF Rights Respecting School, the following articles are referred to in this document 4,12, 13,29

2 Aims and objectives

2.2 Through our teaching we aim to:

- develop children's wellbeing by addressing the Every Child Matters agenda;
- develop the children's understanding of the UNCRC and how to respect these rights to become citizens who work towards global justice and sustainable living;
- develop their confidence through their experience of an inclusive rights-respecting school community, play an active role in their own learning and speak and act for the rights of all to be respected locally and globally;
- promote Excellence and Enjoyment through a linked curriculum;
- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;

3 Effective learning children grow into reliable, independent and positive citizens.

3.1 We acknowledge that people learn in many different ways, and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. It is recognised that there are a number of different intelligences which include: linguistic - word smart, logical/mathematical - number smart, visual/spatial - picture smart, kinaesthetic - body smart, musical - music smart, interpersonal/group working - people smart, intrapersonal/reflective - self smart and naturalistic - nature smart. We take into account these different forms of intelligence when planning teaching and learning styles.

- 3.2** We offer opportunities for children to learn in different ways through a variety of activities involving kinaesthetic, auditory and visual stimuli. These include:
- investigation and problem solving;
  - research and finding out;
  - group work;
  - paired work;
  - independent work;
  - whole-class work;
  - asking and answering questions;
  - using Interactive Whiteboards;
  - use of the computer;
  - fieldwork and visits to places of educational interest;
  - creative activities;
  - watching television and responding to musical or recorded material;
  - debates, role-plays and oral presentations;
  - designing and making things;
  - participation in physical activity.
- 3.3** We encourage 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. We aim to achieve Personalised Learning by, for example, giving the children a Learning Styles questionnaire to help both the child and teacher to understand how they learn best.
- 3.4** We use personal and group targets, which are set with the children. These are recorded and kept in an easily accessible location by the child. Each child has ownership of their targets and monitors their progress with the teacher. Targets are reviewed half termly and new targets are set as appropriate. Class teachers keep a record of the targets set, with the level each child started at and expected outcomes.
- RRSA articles 17,28,30,31

#### **4**     **Effective teaching**

- 4.1** When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the National Curriculum to guide our teaching. Our curriculum is designed with cross-curricular links to enable us to provide Excellence and Enjoyment through theme days and curriculum focus weeks. In order to ensure progression in mixed age classes, we teach in a two-year cycle, details of these cycles can be found in Long Term Planning for each age phase.
- 4.2** We base our teaching on 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. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children and encourage them to achieve their best.
- 4.3** We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum. Our planning contains information about the learning objectives, tasks

to be set, differentiation and resources. Ongoing evaluation ensures that we can modify and improve our teaching in the future.

- 4.4** Each teacher endeavours to establish good working relationships with all children. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class charters which create a whole-school ethos based on mutual respect for rights in which a traditional structure of rules is rarely required. We expect all children to respect these charters that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general, this is achieved through:

- verbal praise;
- awarding team points;
- displaying work;
- star of the week;
- certificates of achievement.

We insist on good behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our school behaviour policy, a copy of which is in the children's personal organiser.

- 4.5** We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we inform parents to obtain their permission and undertake appropriate risk assessments.
- 4.6** We deploy Teaching Assistants as effectively as possible. They work with individual children, small groups or undertake class cover supervision, they also support, sports activities, school outings and visits. Other adults and student Teaching Assistants are also used to support as required across the school.
- 4.7** We aim to create an attractive learning environment within our classrooms. We change displays regularly, to ensure that the classroom reflects the changing topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classes have access to a range of dictionaries, fiction and non-fiction books; our resources are organised and labelled to ensure children can find their way easily around the classrooms. We believe that a stimulating environment sets the climate for learning and promotes independent use of resources and high-quality work by the children.
- 4.8** All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- 4.9** We conduct all our teaching in an atmosphere of trust and respect for all.

**5.1** Our Governors approve, 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

**5** **The Role of Governors**

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 pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-review processes. These include reports from subject leaders and the termly Head Teacher's reports to the governors as well as a review of the in-service training sessions attended by our staff.

**6** **The role of parents**

**6.1** 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 to explain our school strategies for teaching and learning within the different phases in the school;
- sending curriculum newsletters to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sending annual 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. We suggest, for example, regular shared reading with their children, and support for older children with their projects and investigative work.

**6.2** We believe that parents have the responsibility to support their children and the school in implementing school policies. (Article 18)

We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform, PE kit, Personal Organiser and reading book;
- do their best to keep their child healthy and fit to attend school;

**7** **Monitoring and review**

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;
- fulfil the requirements set out in the home/school agreement.

**7.1** We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.