

TEACHING AND LEARNING POLICY

Our Mission Statement and Practice are the foundation of our approach to teaching and learning at Cheddington.

Mission Statement:

'Working together to achieve our potential.'

Practice:

To achieve our mission statement we will:

- encourage the development of confident, self-aware individuals who are able to engage effectively with the world around them, showing respect and consideration for all.
- establish an enriching learning environment which is safe and encouraging.
- create an atmosphere where there is an enjoyment of learning and a celebration of all achievements.
- deliver a creative, stimulating, broad and balanced curriculum which is accessible and engaging for all.
- ensure all children develop key skills in mathematics, english and ICT to enable them to function in society.
- support steps to improvement by using individual targets for all members of the school community.
- promote well-being within the school community and ensure a healthy work-life balance.
- celebrate and encourage positive role modelling.
- foster and develop links with the wider community.
- provide opportunities for all staff to develop professionally.

Equal Opportunities:

All children at Cheddington have the right to be treated equally regardless of racial or social background, gender, ability or disability. All opportunities should be taken to avoid stereotyping; and all teachers should be sensitive in the way they teach and present information about customs and life-styles of people from any part of the world.

Fundamental values:

- Our sense of positive community where everyone is treated with courtesy and consideration. The children are taught tolerance, sensitivity and understanding, and to show respect for the rights, views and property of others.
- Children are valued as individuals and are given opportunities to develop as people. They are encouraged to develop a responsible and independent attitude towards their work and their roles in society.
- Well qualified, caring, dedicated and enthusiastic staff working together to offer the highest quality of educational experience for the children. This engenders opportunities for the children to strive for their potential in terms of academic, aesthetic, creative, physical and spiritual awareness, appreciation and progress.
- Strong basic skills which form the foundation of a challenging integrated engaging curriculum.
- Visits and additional extra-curricular opportunities to further enhance the learning.
- Partnership of children, staff, governors, parents and the wider community.

To promote high quality teaching all staff will:

- Be prepared and organised for each lesson.
- Have high expectations of the attainment and behaviour of each child; and support the children to achieve their best.
- Plan learning which is challenging and engaging, and builds the experience of the children.
- Track the progress made by each child to ensure that targets are appropriate and personal.
- Ensure that learning begins promptly in each session and that time is used effectively with good pace.
- Ensure that the Learning Intention is clear to all children and that their work is marked to that intention.
- Use a variety of teaching styles across a topic to engage all types of learners.
- Ensure effective deployment of support staff and parent volunteers.
- Ensure that resources and equipment for learning are accessible to all children.
- Follow the suggested guidance for time allocation and skill development for each subject area, ensuring appropriate subject content.
- Follow school policies.
- Be professional at all times; demonstrating an organised approach to their responsibilities with good time-keeping.
- Produce a yearly overview; medium term linked learning planning half termly; and individual lesson plans for observed lessons.

To promote high quality learning:

- Learning intentions should be clear, shared and understood by all children.
- Lessons should have good pace and be engaging.
- A variety of learning opportunities should be offered to ensure all children can access the learning.
- Time for reflection and evaluation of learning should be part of each learning session.
- Classrooms should be tidy and ordered with established routines to ensure a calm and purposeful learning environment.
- Displays should support and enhance the learning.
- The children should have the required equipment and resources for learning.
- Homework extends and consolidates the learning and should be recorded in the appropriate book.

Policy reviewed: Autumn 2019

Date of next review: Autumn 2020