



**LEARNING AND TEACHING POLICY**

**AIMS**

- At Ramsden we aim to provide all our children with the skills, 'desire to enquire' and motivation to become 'lifelong learners' and citizens who can make positive contributions to their communities.
- We encourage all our stakeholders to embrace the concept of 'lifelong learning' and place great value on the impact we can all have on each other's progress and achievement.
- We understand that everyone in our school community should learn with challenge, reward and enjoyment. We believe this encourages positive attitudes to work and leisure, raised self-esteem and a sense of pride in all our achievements.
- We recognise that appropriate, stimulating learning and teaching experiences can help develop critical life skills which enable children to lead happy, rewarding lives.
- We aim to develop in each child self respect, confidence, independence and a sense of identity.
- We aim to develop in each child the ability to build positive relationships with others. We want each child to respect the ideas, beliefs, culture, attitudes, values and feelings of others whilst questioning these in relation to their own sense of being and purpose.
- We understand the importance of 'inclusive' education. We accept that everyone learns in different ways and strive to provide opportunities for children to access the curriculum, resources and building in order to realise their potential.
- We want our children to leave us with happy, memories of their achievement at Ramsden.

**EFFECTIVE LEARNING**

*Children will learn effectively...*

- Through a varied, stimulating, structured, inclusive curriculum, experiences and opportunities
- By making an effort in all they do
- By having a positive attitude towards learning
- Through valuing their achievements and the achievement of others
- Through interacting with others in a confident, respectful and appropriate way
- By acknowledging their own strengths and weaknesses and setting themselves realistic targets for improvement
- By making informed choices and decisions which support progress towards reaching individual potential
- By appropriately accessing a range of resources, experiences and opportunities to support and enhance their learning and by beginning to take responsibility for their learning environment
- By enquiring and questioning
- By making mistakes and solving problems.
- Working independently, with a partner or contributing to a group, by seeking support or supporting others

**EFFECTIVE TEACHING**

*Teachers will teach effectively...*

- By being good role models
- By valuing every pupil and respecting their individuality
- Through high expectations

- By setting targets and encouraging children to set their own targets for achievement
- To build children's confidence, self esteem and desire to learn through praise, rewards and nurturing a sense of pride in achievements
- Through thorough planning, using the National Curriculum, Early Years Foundation Stage Curriculum, R.E. Agreed Syllabus.
- Through clear objectives shared with children and all those supporting the learning
- By differentiating the delivery, content and expectation of individuals in a lesson to take account of their different learning styles and abilities
- By striving to motive, enthuse and engage the children, encouraging them to become independent, energetic and effective learners
- By secure subject knowledge but also recognising their own strengths and weaknesses and embracing professional and personal development
- By striving to ensure that the learning environments are stimulating, motivating and cheerful, through the use of displays, appropriate resources, pace and a flexible working atmosphere which is conducive to purposeful activity
- By questioning and enquiring, making mistakes and solving problems
- Observing and assessing the learning and teaching that takes place, identifying and addressing weaknesses and celebrating strengths
- By considering all 'special needs' (additional or differing needs) and able pupil's needs when planning and delivering the curriculum
- Through agreeing and demonstrating knowledge and understanding of the policies and agreed practices in school
- By sharing good practice
- By valuing and promoting positive working relationships with the children, parents, colleagues, governors and other professionals working in the interests of the children
- Because all staff and volunteer helpers will be deployed effectively

### **EFFECTIVE ENVIRONMENTS**

*Learning environments will be effective...*

- By being appropriately adapted to suit their purpose and to best facilitate the different learning experiences provided
- By being safe, calm, purposeful and caring. Ramsden will maintain it's friendly, welcome atmosphere
- By being appropriately resourced where possible, those resources being well maintained, accessible and effectively deployed
- Because children have a degree of ownership and some responsibility for aspects of their school community
- Because they are stimulating, motivating and cheerful. Displays have a purpose and inform, as well as celebrating achievement, creativity and potential
- By celebrating similarities and diversity

### **EFFECTIVE PARTNERSHIP**

*Partnerships will be effective...*

- Because all staff value any communication with stakeholders as an opportunity to support the children's well being and progress in achieving their potential
- Because parents and carers are kept informed of their children's progress and achievements through parents meetings, parents evenings, letters home, Reading Records, Reports and allowing parents the opportunity to meet with staff to discuss issues arising, invitations to join in with children's learning and celebrate achievements
- Because staff appreciate the importance of parental involvement in a child's education
- By parents being encouraged to ensure children are punctual, practice learned skills at home and support the work of school through purposeful communication and re-enforcement of positive values and attitudes

- By *Governors* ensuring they are well informed and aware of school and pupil achievement, whilst supporting school, providing it with a 'critical friend'
- Because *Governors* are involved in the monitoring and evaluation of schools work, it's policies and practice, improvement and achievement
- Through positive liaison with Local Authority advisers, OFSTED and other professionals, taking account of school's strengths and areas for development
- Because all stakeholders will be involved in the 'Self Evaluation' process
- Through involvement with key projects locally which engage families and children and enable them to access advice/guidance, support and intervention
- Through strong links and communication with a range of agencies that enable staff to know what's available in the local area for children and families and access information and support quickly and effectively
- Because staff will be aware of what's going on in the local community and can adapt learning, teaching and support to encourage positive and effective interactions