

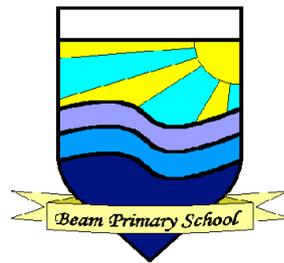
BEAM PRIMARY SCHOOL

POLICY FOR LEARNING THROUGH TEACHING

Our vision:

Our School:

- Safe and supportive environment
- Demand for standards
- Environment where children love to learn
- Children at the centre of everything that we do
- Memorable and meaningful experiences



Children that have:

- Memorable and meaningful experiences, which enable them to be informed and make appropriate decisions for them self and their generation.
- Socialisation skills
- Life long love of learning
- Opinion and Judgement
- Proficiency to be an integral part of the community

Beam Primary School will provide me with memorable and meaningful experiences, which foster a lifelong love of learning; enabling me to be informed and make appropriate decisions for myself and my community.

Purpose

Learning through teaching is the purpose of the school. It is the method through which a broad and balanced curriculum is offered and the requirements with regard to the National Curriculum and Religious Education are carried out.

Our policy on learning through teaching lays the foundation for the whole curriculum, both formal and informal. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning the work of the school.

Aims of the Policy

- To establish an agreed range of practice in respect of Learning through teaching;
- To improve the quality of learning experiences offered to children and staff;
- To meet the needs of pupils more effectively by identifying approaches to Learning through teaching which are consistent across the school.

Aims and Objectives for Learning through teaching

Our aims for Learning through teaching are that all children, including those with special educational needs, should be enabled to:

- Be given opportunities to become independent learners with enquiring, imaginative and creative minds in an stimulating, challenging and secure atmosphere;
- Strive to gain maximum personal achievement;
- Be tolerant and understanding with respect for the rights, views and achievements of others.

Principles of Learning through teaching

We see Learning through teaching as a process of co-operative teamwork, emphasising first hand experience and encouraging children increasingly to become independent learners, and applying a cross-curricular experience where possible.

All members of the school community work towards achieving our aims by:

- Valuing the children as individuals and respecting their rights, views and beliefs;
- Promoting good relationships and a sense of belonging to the school community;
- Providing a well-ordered environment in which all are fully aware of behavioural expectations;
- Encouraging, praising and positively reinforcing good relationships, behaviour and work;

- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures;

Teachers work towards achieving our aims by:

- Providing a challenging, stimulating and differentiated programme of study, designed to enable all children to reach the highest standards of personal achievement;
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude;
- Ensuring that learning is progressive and continuous;
- Being good role models - punctual, well-prepared and organised;
- Maintaining up to date subject and curriculum knowledge;
- Having a positive attitude and an enthusiasm for their teaching and their children's learning;
- Continuing to develop their own professional expertise;
- Working collaboratively with a shared philosophy and commonality of practice.

Pupils work towards achieving our aims by:

- Participating and enjoying lessons;
- Attending school in good health, maintained by adequate diet, exercise and sleep;
- Attending school regularly, being punctual and ready to begin lessons on time;
- Being organised with the necessary equipment for their learning;
- Behaving in a positive manner in accordance with the school Code of Conduct;
- Taking and accepting growing responsibility for their own learning;
- Using common sense and initiative appropriately.

Parents work towards achieving our aims by:

- Ensuring that the children attend school in good health, regularly and punctually;
- Providing support for the school's Code of Conduct and the teacher's role;
- Offering encouragement and praise;
- Joining in discussions about their child's progress and attainments;
- Ensuring early contact with the school to discuss matters which affect their child's happiness, progress and behaviour;
- Giving due importance to homework, hearing their child read and assisting in their learning of spellings and tables;
- Allowing their children to take increasing responsibility as they progress through the school.

Characteristics of Learning through teaching

a) The Learning Environment

The learning environment should be organised to:

- Ensure that available space and learning resources are used to best advantage to support the children's learning;
- Enable the maximum access to ICT resources to allow all children to use ICT whenever possible to further their learning opportunities;
- Enable all children to take increasing responsibility for the organisation and care of learning resources;
- Provide for stimulating and interactive displays of the children's work and other materials;
- Enable whole class, group, paired and individual Learning through teaching to take place;
- Enable the children to implement agreed ground rules to support effective learning;

b) Pupils' Learning

Pupils' learning is most effective when they:

- Are challenged in their thinking;
- Are involved in investigative and problem-solving work;
- Take responsibility for their own learning and become increasingly self-reliant;
- Work collaboratively and co-operatively;
- Use a range of resources;
- Plan, review, evaluate and modify their work;
- Build on previous experiences;
- Make links between different areas of their learning;
- Draw on their experiences outside the classroom and relate their learning to real life;
- Continue to develop their skills in numeracy, literacy, oracy, and ICT.

c) The Teacher

In designing and implementing the curriculum effectively, the teacher should:

- Provide a stimulating environment which enriches learning;
- Encourage an active approach to learning in a variety of groupings, including awareness of visual, auditory and kinaesthetic learning styles;
- Ensure that investigative work and discussion are common activities;
- Encourage children to communicate their findings in a variety of ways;
- Establish relationships based upon mutual respect and understanding;
- Recognise and praise achievement, encouraging the highest standards in all work;
- Plan learning activities that build upon their experiences, background and attainments;
- Plan structured and coherent sequences of work collaboratively in year groups, identifying purposes, outcomes and assessment opportunities;
- Share learning objectives with the children and consistently communicate high expectations;
- Regularly assess the children's achievements and attainment levels in a variety of ways, including testing, and use this as a basis for future planning.

Teaching

- High expectations for all and effective support to accelerate progress for those falling behind.
- Good range of teaching styles and activities to sustain concentration, motivation and application.
- Good subject knowledge used to inspire and build learning.
- Good use of time – good pace and challenge.
- Good use of technology to maximise learning.
- Good use of resources (including other adults) to contribute to learning.
- Good planning linked to assessment of prior learning so that it consolidates, builds upon and extends learning for **all**.
- Good questioning styles to gauge pupils understanding and reshape explanations and tasks in the light of this.
- Good behaviour management.
- Teaching promotes positive attitudes, enjoyment, interest, enthusiasm, engagement and greater independence.

Special Educational Needs

Pupils with Special Educational Needs will be supported appropriately in the classroom by support staff and voluntary helpers to ensure as full inclusion as possible in all school activities. On occasions they may be withdrawn for individual or group tuition for a specific purpose. The school's Special Needs Policy gives further details of our supportive framework for special needs children.

Organisation

Learning through teaching will take place in a variety of situations and groupings. There will be a balance between:

- Whole class teaching and discussion
- Mixed ability group teaching and investigative work
- Paired or small group work
- Paired within the class and across the school
- Ability group teaching
- Individual work
- Mixed groups from all the classes in a year group.

The nature of the organisation will be matched appropriately to the task and desired learning outcome.

Specialist teaching will be provided in certain subjects, and this will increase in the older year groups.

Homework

Homework is considered to be a valuable element of the Learning through teaching process. Children are encouraged to work at home on a regular basis. Full details of the school approach are contained in the Homework Policy.

Impact of learning through teaching:

- Children gain in skills, knowledge and understanding;
- Improvement in the productivity, quality and quantity of work;
- Pupils develop the capacity to work independently and collaboratively;
- Pupils can confidently explain what they have learned and why;
- Pupils know how today's work relates to what they have done in the past;
- Pupils ask questions about their work;
- Pupils review or repeat their work to achieve objectives and targets;
- Pupils know how well they are doing and how they can improve;
- Pupils are clear about the criteria used to assess their work;
- Pupils know their learning target;
- Pupils know what they need to learn and what to do to improve their work;
- Pupils can apply new ideas to different contexts.

Review and Evaluation

This policy will be reviewed annually by the school's management team and whole staff, in the light of regular monitoring of the Learning through teaching taking place in the school.

Date: October 2010

Review date: October 2015