



Blessed is the one who trusts in the Lord, whose confidence is in him.
They will be like a tree planted by the water that sends out its roots by the stream.
It does not fear when heat comes; its leaves are always green.
It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 - 8

The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools Teaching and Learning Policy

Introduction

Our Federation vision and values are at the root of our teaching and learning Policy. We seek to give our children healthy roots, to enable them to **learn** and live fruitful lives: to **love** one another, to care for the environment in which they are planted and the wider world, and to **grow** in whatever they do.

We have high aspirations for all our children and expect them to achieve the highest standards. Teaching and learning is exciting and challenging, it stimulates and enthuses, and develops each individual child as rounded individuals with deep rooted knowledge, skills and the cultural capital they need to succeed in life.

Our core aims are to provide teaching and learning opportunities that empowers the children to be:

ASPIRATIONAL
RESPECTFUL
RESILIENT

We believe that by having these three aims at the root, will equip our pupils to **LIVE FRUITFUL LIVES** and to **LEARN, LOVE and GROW**.

This policy is supported by curriculum subject specific policies and was written so that staff, parents and governors are clear with regard to teaching and learning standards and expectations across the school.

Intent

Aims of the teaching and learning policy

We acknowledge and celebrate that each child is unique and that they learn in different ways. At The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools we provide a rich and varied learning experience that allows children to develop their skills and abilities to their full potential. The development of pupils as learners of the future is at the root of what we are trying to achieve.

Through our teaching and curriculum, we aim to:

- Enable children to become happy, confident, hard-working, resilient, 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 (gender, race, religion and belief, sexual orientation and disability) 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
- Help children grow into reliable, independent and positive responsible citizens
- Support children to develop skills to prepare them for the future and make healthy life choices

Implementation

Effective learning

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them most effectively. We take into account the different ways that children learn when planning and teaching in order to ensure all children access a full and varied curriculum.

We offer opportunities for all children to learn in different ways. Pupils will work independently, in pairs, small groups and larger groups in structured and unstructured ways.

These include:

- Investigation and problem solving
- Research, finding out, discovering
- Asking and answering questions, making connections
- Experimenting, hypothesising, imagining
- Use of the computer and digital media
- Visits to places of educational interest
- Creative activities
- Debates, role-plays and oral presentations
- Designing and making things
- Participation in physical activity

Our curriculum encourages 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, what helps and what makes it difficult for them. In addition to the curriculum knowledge that we deliver we also aim to develop children's learning to learn skills; life-long skills that will play a major role in their learning both at school and in later life.

These include:

- Group work and team work skills
- Problem-finding and problem-solving skills
- Creative thinking skills and imagination
- Analysis, logic, reasoning and synthesis
- Lateral thinking skills
- Listening skills
- Research skills (including locating and managing)
- Resources, questioning, skimming, scanning
- Comprehension; (summarising, note-making)
- Personal organisation skills
- Presentation skills
- Peer teaching and learning skills
- Evaluation skills
- Personal and collaborative decision-making skills
- Time management skills
- Memory skills
- Leadership skills
- Social skills
- Digital literacy skills

Effective teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the National Curriculum and the national year group expectations to plan our curriculum and more children's learning on. In Early Years we use ['The Early Years Framework'](#) to guide teaching and learning.

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. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Provision Maps (IPMs). We have high expectations of all children and believe that their work here at The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools should be of the highest possible standard.

We plan our lessons with clear learning intentions and expected outcomes.

Vocabulary

Developing pupils' oral literacy is an essential element of our curriculum. A progression of vocabulary is embedded in each subject curriculum within the long term plan.

Enrichment Opportunities

We make cross-curricular links in our planning, when appropriate and use enrichment experiences to engage pupils' interest. This is intended to motivate and stimulate the children's curiosity for the topic.

Resources

Our classrooms are attractive, engaging and often inspirational learning environments. We change displays regularly, to ensure that the classroom reflects the topics studied by the children. We believe that that the processes undertaken by the children are equally as important as the final product and so we create 'working walls' to reflect this. We believe that a stimulating environment provides the right climate for learning and so will help to promote the independent use of resources and high-quality work by the children.

Digital Learning

The use of technology to support and enhance pupils' learning is a high priority in school to provide pupils with the necessary skills for the next stage of education, lives in an ever-changing digital society, future careers and ensure that the school offers excellent approach to blended and remote learning.

Technology will be used to allow pupils to:

- conduct research
- access websites
- access digital dictionaries, word lists and thesauruses
- use voice recording eg reading aloud, verbal note making, voice annotation
- create digital posters
- edit and improve writing
- create digital art
- play educational games
- engage with interactive activities eg multiple choice quizzes, debates
- use QR codes as a continuous aspect of learning

Spellings, phonics, dictionary and thesaurus skills will be explicitly taught so pupils do not become over reliant on technology for these skills.

Screen time must be monitored carefully. Pupils should spend no more than 30 minutes on an iPad completing a task without screen break.

Pupils will read a combination of digital and physical books. However, pupils will read physical books on a daily basis as part of independent reading sessions, unless other provision have been agreed with parents to use a Kindle or similar device (e.g. to meet the needs of an IPM).

Pupils will be reminded about the schools 'acceptable use agreement' when using technology.

Health and Safety

We must obviously be alert to any possible dangers when working in school. It is very important that children are aware of the safe handling and storage of any tools and equipment. Risk assessments are carried out prior to any visits or visitors attending the school.

Equal Opportunities and Special Education Needs and Inclusion

All children are given opportunities to access the National Curriculum requirement. All children regardless of ability, ethnicity, religion or gender, will be given equal opportunity to access all aspects of the curriculum. Any child experiencing difficulty in accessing part, or all, of the curriculum, will be supported with the time, materials and equipment to access the activity at their own level where this is practically possible. Planning, resources and displays will reflect positive images of all communities represented in our society.

Impact

Assessment for Learning

At The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools assessment is an integral part of the teaching process. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Teachers take time to review pupil knowledge, and take the time to use these assessments to inform and adapt future planning. Opportunities for pupils to make connections to deepen understanding is central to learning and this is outlined in our curriculum maps for each subject.

Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Teacher's update the assessment tracker half termly for English (reading, writing and phonics) and Maths and for foundation subjects following a topic (at least termly) to record progress and objectives covered.

Phonics assessments are carried out in line with our phonics programme, Little Wandles.

Subject Leaders monitoring

The subject leader reviews standards and monitor the impact of the curriculum provision whilst also ensuring training and resources are up to date.

Monitoring and review

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