

Edale Rise Primary and Nursery School



Teaching and Learning Policy

Introduction:

All children have the right to a broad, balanced and relevant curriculum, which provides challenge, builds on previous knowledge and takes individual learning styles into account. Our curriculum is designed to meet the requirements of the National Curriculum and Frameworks and Early Years Foundation Stage Profile document while reflecting the character and needs of the school, its teachers and its learners.

Teaching in this school:

- Aims to make all learners feel successful.
- Provides a range of intervention programmes for extra support or challenge.
- Develops our children as thinkers.
- Promotes and makes use of an exciting and stimulating learning environment, indoors and outdoors (see Appendix A for Outdoor Learning document).
- Builds on previous knowledge, developing skills and knowledge as children progress through the school.
- Uses a variety of strategies for reaching children, depending on the needs and the task.
- Takes different learning styles into account with a variety of activities for all types of learners.
- Seeks to involve parents in their children's education.
- Is self-analytical and through a system of self review, seeks to improve further.

In this school, children learn:

- To work flexibly in a variety of situations, independently and as part of a team.
- How to make reasoned judgments and choices, using relevant information from a variety of sources.
- To be positive, resilient and to approach learning with enthusiasm.
- To be responsible for their own actions and behaviour and acquire a sense of responsibility towards others in and beyond the school community.
- To develop tolerance and respect for the feelings and beliefs of others.
- To solve problems across all curriculum areas, using concepts of number, algebra, measurement, shape and space and handling data.
- To understand the importance of economic well-being through role play activities and real life situations in and beyond the curriculum.

Policy agreed by staff: Summer 2015

Date of next review: Summer 2018

- To love stories, to listen with enjoyment and to read for a range of purposes.
- To convey their meaning accurately and appropriately through speech and writing.
- To communicate knowledge and feelings through various art forms, including art/craft, music, drama and acquire appropriate techniques to develop inventiveness and creativity.
- Be aware of the geographical, historical and social aspects of the local environment and to extend this knowledge and skill to make sense of national and international events.
- Be aware of the beliefs of the major world religions.
- Develop agility, physical co-ordination and confidence.
- Apply the basic principles of health, hygiene and safety
- To understand and manage risk and keep themselves safe online.

Roles and Responsibilities:

Phase and Subject Leaders:

- Work closely with the Head Teacher and Leadership Team in designing and implementing curricular elements of the School Improvement Plan
- Take the lead in curriculum development and the production of plans designed to ensure continuity and progression of subjects through the school;
- Support colleagues in their development of detailed work plans and the implementation of assessment and record keeping systems;
- Lead staff in monitoring pupil progress via planning and observations and advise the Head Teacher on phase specific issues and areas of strength and weakness;
- Keep up to date with developments in curriculum design and disseminate information to colleagues, identifying training needs, providing support and INSET as appropriate;
- Liaise with Inclusion Team to ensure broad coverage;
- Liaise with Transform, LA advisory staff and other advisory bodies;
- Provide end of year review for staff and Governors

The Head Teacher:

- Work with the Phase Leaders to develop this area;
- Keep the Governing Body informed of developments in this area;
- Facilitate training for staff or individuals;
- With the Phase Leaders, monitor developments in the curriculum to assess the quality of learning and teaching in school;
- With the Phase Leaders, identify areas for development and incorporate them into the School Improvement Plan.

The Governing Body's Appointed Governors (linked to individual areas):

- Work with the staff to monitor curriculum developments ;
- Monitor the implementation of this policy, via regular visits to school to observe teaching and learning and liaison with staff
- Report back to the Governing Body

Appendix A: Outdoor Learning

There is evidence that when learning outside the classroom, children:

- attain higher levels of knowledge and skills
- improve their physical health and increase their motor abilities
- socialise and interact in new and different ways with their peers and adults
- show improved attention and enhanced self-esteem and mental health
- develop positive values and attitudes towards the environment.

The outdoors provides space and freedom for a type of learning that is difficult to replicate indoors. All children have the right to experience the unique and special nature of being outdoors. Children should use the outside environment for learning throughout the year.

This school aims to:

- maintain a high profile for outdoor learning
- encourage close links with parents and the school in celebrating our outdoor space and the rich learning that can take place within it
- empower children to take ownership of their learning
- provide a safe and secure environment where children may take risks
- encourage children to care for their environment

Curriculum organisation:

Opportunities for outdoor learning will be considered when planning the curriculum as a natural resource for learning.

Staff will:

- ensure that our external area harnesses the special nature of the outdoors, which is to offer children what the indoors cannot. (This should be the focus for outdoor provision, complementing and extending provision indoors.)
- support inclusion and meet the needs of individual children, offering a diverse range of activity-based experiences.
- enable children to access the outdoors on a regular basis and all year round.
- ensure that children enjoy energetic activity outdoors and the feeling of well-being that it brings, including opportunities to develop their gross motor skills.
- observe, assess and record outdoor learning, ensuring that there is adequate provision for children to extend their learning.
- plan for outdoor learning with the children to offer experiences which have meaning to them.
- enable children to work individually and co-operatively outside.
- enable children to appreciate the beauty of nature, encouraging children to use a variety of natural resources.
- give children the opportunity to find a quiet space to relax.
- encourage children to enjoy and have fun outdoors in many contexts.
- work together to create a better environment for all.
- organise and/or provide necessary resources (e.g. Wellington boots, raincoats).
- enable children to use resources safely and to manage and use the space and freedom responsibly.

- help children to take responsibility and care for the outside environment and resources
- encourage children to respect their environment and to care for living things.

Health and Safety:

We will support children in taking risks within a safe and secure environment. Risk Assessments will be carried out where appropriate. The school's Health and Safety Policy will be followed.

Monitoring and Evaluation:

Assessment of the children's learning will be valued equally indoors and outdoors and should be part of the same process. Subject leaders will be responsible for monitoring their subject area outdoors.

Review

This document will be reviewed as part of the school's 'Teaching and Learning Policy'