



Cheam Park Farm Primary Academy

Teaching and Learning Policy

The aims and objectives expressed in this policy are the foundations for teaching and learning throughout the school. This policy will ensure clarity, consistency and continuous progress throughout the school.

Our aim is:-

- to enable the children to develop lively, independent and enquiring minds;
- to develop a positive, confident attitude towards their learning and strive to achieve their best;
- to develop awareness and understanding of spiritual, moral and cultural issues;
- to promote physical development and a healthy lifestyle for all pupils;
- to teach to a high standard and promote growth mindset which will enable all children to realise their potential and be the best they can be;
- to promote opportunities to develop the use of technology across the curriculum to support children's learning.

We recognise the vital role that the home, the school community and the global community play in the child's rounded development. Through a purposeful and well implemented curriculum, pupil's are enriched with a variety of opportunities incorporating learning inside and outside the classroom. The school aims to provide a sound foundation for each child's development, enabling the child to play an active and positive role in society - preparing them for the future.

In every lesson at Cheam Park Primary Academy, teachers and teaching assistants use our Excellent Learners Profile as well as strategies such as working walls, WAGOLLS and the Be The Best You Can Be profile to ensure consistently excellent teaching, learning and progress:

Relationships

We believe children learn best when there is:

- a happy school community
- respect for ourselves and others
- a sympathetic awareness of the uniqueness of individuals and their value
- an ability to recognise the needs of others
- a recognition of their own and others' achievements
- time for communicating to each other so that good relationships can be developed
- a good home/school relationship between children, parents, staff and governors
- a good relationship and clear communication between all adults working within the classroom

School Environment

We believe that children learn best when the environment of the school:-

- is friendly, warm, safe and welcoming to all adults and children

- provides opportunity for all children to learn, and celebrate learning, inside and outside of the classroom; as well as in the playground
- reflects the diversity of the school community
- reflects British Values and the role pupil voice plays within the school and within the community
- is reassuring, supportive and shows positive attitudes in a caring and stimulating learning environment
- reflects established codes of conduct respected by all adults and children
- encourages and celebrates children's achievements allowing them to develop both personally and intellectually
- allows opportunities for the sharing of successes and interests
- reflects Cheam Park Farm's ethos and culture of being inclusive, determined and self-directed learners and teachers
- encourages a common sense of belonging, within the school and with the community
- ensures that all activities take place in line with the School Equal Opportunities Policy

The Classroom

The classroom environment should encourage the children to participate in their own education. Classrooms should:

- accommodate all learning styles and needs to enable children to work alone, alongside or with others.
- enable children to work at their own pace with a purposeful and positive attitude
- be well organised so children feel a sense of ownership, pride and belonging with easy access to resources
- have interactive and purposeful displays and areas that celebrate the children's achievements, interests, cultures and work
- illustrates modelled concepts through the use of Reading, Writing, Maths and Science working walls.
- allow the child a feeling of safety and security where opinions are valued and making mistakes is not feared
- have an outside area that reflects the inside learning areas within the Early Years Foundation Stage
- reflect all children's backgrounds and cultures through displays and resources
- be inviting, warm, bright, colourful and well maintained
- have a sense of space
- be a place where all feel safe and secure
- have an outside classroom that supports the curriculum

Curriculum

We believe that children learn best when the curriculum :-

- is broad, balanced and relevant but differentiated to meet all children's needs
- has clear intent, effective implementation and measurable outcomes
- is taught through a variety of methods and styles which promote independent learning
- provides for continuity, progression and reinforcement
- is appropriately and sufficiently resourced
- is based on first hand experience and allows for open-ended investigation
- is stimulating, motivating, interesting, fun and offers new experiences
- allows for reflection, discussion and self-assessment
- develops imagination and creative abilities
- is spiritually, morally and culturally rich, allowing for opportunities for awe and wonder
- uses relevant and recent assessment and recording
- enables children to involve themselves in marking and organising their own work
- uses time effectively

- develops and appreciates the supporting role and value of all adults in the classroom
- is supported well by ICT at every opportunity in and out of the classroom

Learning and Teaching

As teachers, we teach and learn effectively by ensuring:

- we have good subject knowledge and understanding of all curriculum areas
- we are technically competent in teaching the fundamental cornerstones in Reading, Writing and Maths
- we use the agreed non negotiable planning format to effectively set clear objectives that pupils understand, giving them time to evaluate their own learning
- encouraging each other, using the agreed format, to plan and deliver lessons that allow practitioners to express their preferred teaching style.
- we challenge and inspire pupils
- we use methods which enable all pupils to learn effectively and creatively.
- we manage pupils well and insist on high standards of behaviour
- we use time, support staff and other resources, especially in ICT, effectively
- we assess pupils' work thoroughly and use assessments to help and encourage them to overcome difficulties
- we use home learning effectively to reinforce and/or extend what is learned in school
- we are committed to professional development through individual and whole school training

Pedagogical Approach to Learning and Teaching

As practitioners we recognise that we are first of all learners before we are teachers. This is a closely entwined relationship enabling us to understand the process of acquiring knowledge. We effectively appeal to a variety of learning styles and recognise, through our daily practice, the crucial significance of having a growth mindset. This is instilled within all learners, staff and children alike.

Understanding the common traits that the most successful people within society possess has taught us to develop these attitudes within our learners. We recognise that intelligence grows as does our understanding of the most effective methods in the teaching of knowledge and skills. As practitioners we are innovative and apply contemporary, as well as well established, pedagogy to our teaching - continually evaluating impact and embedding the process of evaluation and adaptation throughout.

Our Excellent Learner and Be the Best You Can Be profiles focuses on the learning skills and behaviours of pupils. Excellent teaching promotes, almost intuitively, the right balance between academic learning and the attitudes required for competent learners. This helps teachers to identify the traits of a competent learner and ways in which the traits can be promoted in all lessons.

Our broad, balanced and purposeful curriculum encourages our children to develop and effectively utilise a growth mindset; following our Cheam Park Farm Excellent Learners programme. We believe that, by developing such learner attitudes our children will be equipped with the skills and attributes needed to thrive in the changing and ever-challenging landscape of the twenty-first century.

Monitoring and review

This policy for assessment, recording and reporting is reviewed every three years by the Subject Leader and curriculum committee.





EXCELLENT LEARNERS

