

RIVERSDALE PRIMARY SCHOOL

Teaching and Learning Policy

Date:

Review Date:

Signed: _____ (Governor)

Signed: _____ (Headteacher)



'Caring for children's achievement'

Riversdale Primary School provides a happy, stimulating learning environment where every child is valued. We seek to develop the aptitudes, skills and knowledge which will help pupils achieve their true potential through praise, encouragement and high expectation of work and behaviour through a broad and balanced curriculum.

The aim of our policy is:

For pupils to have feedback upon their work in a form that allows them to make progress-this maybe verbal feedback or written. Teachers will be skilled in determining the most effective way of providing feedback for their class or for individual students. This has the effect of each pupil being involved in the feedback and also reduces teacher workload.

The policy:

All adults across the school provide feedback upon a child's work using a coaching style.

Class teachers have the responsibility of using methods of feedback that individual children will understand.

All adults in the school support all pupils in their emotional development. This is through modelling the language of empathy, understanding and kindness.

Lessons will use the language of the head, heart and hand to show the knowledge that the children gain from the lesson (head), the practical skills that have been used (hand), and the reflection of the school values that have been highlighted (heart). Please see overleaf for the values of Riversdale and the head, heart, hand poster.

The expectations are:

At Riversdale teachers will employ a range and balance of teaching styles.

Teachers will have high expectations and provide support, encouragement, positive reinforcement and praise.

Teachers will plan lessons with clear learning objectives, which are shared with the pupils.

Teaching focuses on motivating the children, building on their existing skills, knowledge and understanding, creating secure foundations for subsequent learning.

Planning work for children with special educational needs gives due regard to information and targets contained in the children's Individual Education Plans (IEPs).

Progress of each child is reviewed during and at the end of the academic year and revised targets set.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Pupils should be able to explain their feedback.

Feedback should have a direct positive impact on pupils outcomes (could be attendance, fluency, greater depth thinking, skill practice etc)

Assessment:

Regular assessments are made of pupils work in order to establish the level of attainment, and to inform future planning.

Record keeping and assessment procedures are defined in the School Assessment Policy. Pupils are also encouraged to reflect and act on feedback from adults and peers.

Equal opportunities:

In accordance with the school's Equal Opportunities Policy, all children at Riversdale Primary School must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

Roles and responsibilities:

Governors determine, support, monitor and review the school policies on teaching and learning. In particular they ensure that the school policies promote good quality teaching.

Parents are encouraged to support their children's learning by:

Ensuring children attend school regularly and punctually and give reasons for any absence.

Supporting children at home with reading and other opportunities for home learning

Keeping the school informed about concerns or problems which may effect children's behaviour and learning.

Attending parent consultations and taking advantage of other opportunities to find out about and support the work of the school.

Presenting a positive image of the school to the child.

Monitoring:

This policy is monitored through conversations with staff, and pupils.

Leaders have a duty to support pupil outcomes and teacher workload.

All staff have the responsibility of helping parents to understand the feedback system.

This teaching and learning policy will be reviewed regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the environment of the school.