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ONGAR PLACE PRIMARY SCHOOL
TEACHING AND LEARNING POLICY

Ongar Place Primary School is committed to safeguarding and promoting the welfare of children. The recruitment and appointment of staff, school policies and procedures always consider the safeguarding of children as the first priority.

At Ongar Place Primary School we believe all children should have equal opportunity to experience a wide ranging curriculum that takes account of gender, age, belief, cultural diversity and individual needs in order to prepare them for their role in an ever changing society. Our Curriculum Overview can be found on the website.

At Ongar Place we believe that outstanding teaching means effective learning and that this is strived for in every lesson. Our policy sets out clear expectations, provides a standard consistent approach, can be easily monitored and ensures equal opportunity for all our pupils.

We believe in the concept of lifelong learning for adults and children and that learning should be a rewarding and enjoyable experience.

Through our teaching we aim to:

- enable children to become confident, 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 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 citizens for the 21st century

At Ongar Place we believe that children learn best:

- When exposed to a variety of teaching styles and methods in a secure atmosphere where they are not afraid to make mistakes and to learn from their experiences.
- When the learning is tailored to individual needs and, when appropriate, based on first hand experience.
- When praised for their effort, given constructive feedback and their achievements celebrated.
- When their tasks are challenging and stimulating, promoting independent learning to enable children to be successful and autonomous learners
- When there is a partnership between child and teacher, home and school, based on mutual respect and co-operation.
- In a well structured environment which encourages self discipline.

Effective learning results in:-

- Remember long term the content you have been taught
- Integrating new knowledge into larger ideas
- Knowing you have succeeded

- Feeling you can do more
- Explaining what you have learned
- Applying it to other situations
- Feeling good about yourself

We encourage 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 they learn – what helps them learn and what makes it difficult for them to learn.

Effective Learning:
Effective learning only comes about from effective teaching. When teaching we focus on motivating the children and building on their skill and knowledge through an ambitious curriculum. We use the school National Curriculum to inform our school curriculum and inform our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

Good quality of education consists of:

- A broad and balanced curriculum that is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life.
- A school~~'s~~ curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.
- A curriculum that is successfully adapted and developed to be ambitious and meet the needs of all pupils (including those with SEND) developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- Activities which enable pupils to achieve the aims and ambition of the curriculum.
- Teachers who have good subject knowledge.
- Teachers who present subject matter clearly, promoting appropriate discussion about the subject matter being taught.
- Teachers who check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and can respond and adapt their teaching as necessary.
- Teachers and leaders use assessment well.

We acknowledge that people learn in many different ways, and when planning our lessons, we recognise the need to develop strategies that allow all children to learn in a way that suits them. These include:

- investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole class work
- asking and answering questions
- use of ICT
- fieldwork and visits to places of educational interest
- responding to musical or filmed recorded material
- debates, role plays and oral presentations
- designing and making things
- participating in athletic or physical activity

Special Education Needs and/or Disability
When planning learning for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and we believe that their learning here at Ongar Place School is of the highest possible standard.

We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they learn with individual children and sometimes they learn with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

The Learning Environment

Across all areas Teachers should create an environment that focuses on pupils. Resources should be available and children should be made aware of these. The learning environment should be organised to enable children and to ensure that the children have the opportunity to learn in different ways.

Continuous Professional Development

At Ongar Place Primary School we have a commitment to Continuous Professional Development for all our staff for the following reasons:

- We believe that high standards in teaching and learning depend upon relevant, focused and effective professional development opportunities for teachers.
- Becoming and remaining an outstanding teacher, keeping knowledge of curriculum subjects up-to-date and being able to make the most of new technology all require continuous professional development.
- Teachers who are involved in, and have enthusiasm for, lifelong learning themselves are excellent role models to pupils.
- A commitment to the development of staff members leads to greater self-esteem, self-confidence and enthusiasm, better quality teaching and a substantially greater capacity in the school as a whole for continuous self–improvement

The Role of the Headteacher

It is the responsibility of the Headteacher to facilitate outstanding teaching and learning. In order to achieve this, he/she must:

- have a clear vision of what outstanding teaching and learning looks like
- be inspirational
- monitor, advise and support
- be at the heart of the ethos of the whole school
- celebrate all achievements and challenge where necessary
- assist staff with their professional development
- provide staff with the resources they need to carry out the job

The Role of the Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment and progress;
- ensure that staff development and performance management policies promote good quality teaching and education;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the annual head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' workshops to explain our school strategies for teaching literacy, numeracy and health education
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school
- sending regular learning letters home
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- explaining to parents how they can support their children with home learning. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative learning.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

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, changes in the curriculum, developments in technology or changes to the physical environment of the school.

To be read alongside : Behaviour Policy
Assessment and Feedback Policy
Curriculum Policies
National Curriculum 2014

Author: Head Teacher
Policy: Statutory/**Recommended**

Curriculum

At Ongar Place Primary School Key Stage One and Key Stage Two children follow the National Curriculum in England which became statutory in September 2014.

The aims of the National Curriculum 2014 are to:

- Provide pupils with an introduction to the essential knowledge that they need to be educated citizens.
- Introduce pupils to the best that has been thought and said.
- Help engender an appreciation of human creativity and achievement.

The National Curriculum as laid out by the government can be found here:

https://www.gov.uk/government/collections/national-curriculum

The National Curriculum 2014 consists of 10 statutory subjects for Key Stage 1 and 2:

- English
- Maths
- Science
- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Music
- Physical Education

Key Stage 2 also have the addition of 'Languages' – at Ongar we currently focus on French.

We also ensure that Personal, Social and Health Education are taught throughout the school and we follow Surrey's agreed RE syllabus. We actively promote tolerance and respect of others and the values of democracy, law and liberty through the effective social, moral, spiritual and cultural development of our children. All children are encouraged to become autonomous and motivated learners.

However, the National Curriculum is just one element of the education of children at Ongar. Our aim is to provide a broad and balanced curriculum which enriches and supports learning and which creatively and actively involves the children. Alongside progress and achievement we wish to promote excellence in learning and provide memorable moments. We do this by ensuring the school curriculum provides challenge, excitement and enjoyment and meets the needs of all our learners; preparing them well for a successful future and ensuring they have an unforgettable present.

Detailed programmes of study for English, Maths and Science can be found in the National Curriculum. As a school team we have looked closely at all the other subjects and ensured that the content is covered across the school. The curriculum overview for each year group can be found on the year group's web page.

If you have any further questions or queries about the curriculum at Ongar please don't hesitate to contact us.