



## TEACHING AND LEARNING STATEMENT

The school values; **RESPECT, COURAGE, INTEGRITY, COMPASSION AND HOPE**, are key to our identity as a Church of England school community.

The school aims; **ASPIRATION, RESILIENCE AND EXCELLENCE**, reflect our commitment to the development of growth mindsets in staff and pupils and to high standards of teaching and learning in all subjects. Although the EYFS Statutory Framework and the National Curriculum for England form the basis of what is taught in the school, we believe that there is so much more to learning than this, and our curriculum is therefore designed to contribute to the development of the whole child. Questions form a key element in our planned curriculum.

The ethos of the school creates an atmosphere and framework which underpins everything we do. In the course of their daily work the staff will contribute to the development of this ethos through:

- Ensuring pupils feel valued and respected as individuals.
- Providing a teaching and learning environment, in which compassion, courtesy and kindness are fostered.
- Being positive role models; modelling the *growth mindset*, being optimistic, nurturing resilience.
- Valuing and celebrating pupils' successes and achievements.
- Providing a fair and disciplined environment, in line with the school's Good Behaviour Policy and codes of conduct.
- Maintaining purposeful and informative planning, record keeping and assessment documents, in line with the school's record keeping and assessment policy statement.
- Effective management of their professional time.
- Developing links with the wider community.
- Providing children with appropriate meaningful, purposeful tasks, related to the National Curriculum programmes of study and the EYFS Statutory Framework.

### Inclusion

All pupils at Checkendon Primary School have access to either the National Curriculum (Year 1 – 6) or the EYFS Statutory Framework (Reception). Teachers and teaching assistants are committed to helping all children to learn effectively irrespective of race, gender, age, ability or disadvantage. See also the school's *Single Equality Plan* and *SEN Policy*

### The Learning Processes

Children enter school at different stages of development and learn in different ways and progress at different rates. In the course of learning across the curriculum children develop their skills through a variety of processes. These include:

- Investigation and experimentation
- Observation, listening, talking, discussion, asking questions
- Role play, imagining, empathising
- Retrieving and researching information
- Practice for fluency and consolidation
- Problem-solving and decision-making
- Play

## **The Learning Environment**

At the start of each term pupils in each class review the expectations for behaviour outlined in the Pupil Code of Conduct and the Good Learner guidelines. The Good Behaviour Policy, the Teacher/ Teaching Assistant Code of Conduct and Marking and Feedback Statement are implemented consistently.

## **Provision for Learning**

The learning environment facilitates learning for each individual pupil, incorporating differentiation for support and challenge as appropriate and with particular regard to pupils with special educational needs (SEN) and disabilities. All pupils are provided with opportunities to learn through whole class, group and 1:1 teaching by the class teacher, collaborative learning in pairs and groups and independently. Teaching assistants and external agencies may support the learning of children with SEN. This may include supporting children one to one, in group sessions and through facilitating their integration in whole class teaching sessions.

All areas of the learning environment are planned for, including outdoor learning and off site visits.

## **Organisation**

The classroom and other teaching areas are organised to ensure a stimulating and attractive environment to facilitate learning and the development of independence.

- Classrooms are stimulating, aesthetically pleasing, safe, organised and informative
- The resources in each area are grouped according to curriculum subject and clearly labelled
- Pupils are involved in the maintenance and care of all equipment and resources

## **Teaching Strategies**

In order to ensure equality of access and effective matching of tasks to needs, teachers:

- Provide encouragement and praise effort, nurturing a *growth mindset*, resilience and optimism
- Make judgements about next steps for individual pupils
- Provide feedback for learning that enables progress to take place
- Provide time for children to reflect on their learning and to respond to marking feedback
- Provide all children with opportunities for challenge and consolidation, failure and success