

Falcons Primary School



FALCONS
PRIMARY SCHOOL

Teaching & Learning Policy

School Vision and Ethos Statement

We encourage all members of the Falcons Community to respect one another, to know that everyone has an important part to play in making the school as good as it can be, to take responsibility and be responsible, to strive for excellence and to try one's best in everything we do.

Our vision for Falcons Primary School is to be recognised as a school that values uniqueness, where children are provided with the skills to enable them to become:

- * successful learners
- * responsible citizens
- * creative thinkers and
- * reflective individuals.

SIKH ETHOS

The school draws on the teaching of the Sikh faith and is committed to providing not only an academic education, but one that will also encompass an underlying message of unity, equality and respect. High morals, discipline, love, compassion and selfless service towards all regardless of faith, gender or colour. Falcon School will embrace a universal, inclusive approach to spirituality.

AIMS

To achieve our vision, we aim for all pupils, staff, governors and parents to:

- Work in unity to make Falcons School a welcoming, stimulating and successful school. Encourage good manners, self-discipline and the desire to be enthusiastic learners who grow into forward thinking responsible citizens who respect, value and care for themselves and others.
- Provide an ethos with clear boundaries and expectations, enabling all children to succeed and to reach their full potential confidently, in a safe and supportive environment.
- Become excellent lifelong learners who are independent and prepared for the wider world and aim high to achieve aspirational goals.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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1.0 Rationale

This document is a statement of the aims, principles and strategies for teaching and learning at Falcons School. It is the method through which we offer a curriculum which is broad and balanced with an emphasis on core learning, and its implementation is the responsibility of all the members of the school community.

2.0 Teaching and Learning

We believe that children learn best when they:

- Are interested and motivated
- Achieve success and gain approval
- Are clear about expectations in their work and behaviour
- Are given appropriate tasks
- Are actively involved in the learning process
- Feel valued, secure and confident
- Are challenged and stimulated
- Receive feedback about their performance

3.0 The Learning Environment

At Falcons School this will be organised to ensure that children have the opportunity to:

- Work individually, in pairs, in small groups and as a class
- Make decisions
- Work co-operatively
- Solve problems
- Be creative
- Discuss ideas
- Develop social skills
- Develop independence and use initiative
- Receive support
- Participate in enrichment
- Contribute to school life

Learning will take place in a stimulating learning environment that:

- Is welcoming, happy and caring
- Is both challenging and supportive
- Celebrates success and supports children to realise their full potential
- Encourages mutual respect
- Is well organised, safe, tidy with well-presented displays
- Has resources that are attractive, labelled and accessible
- Is non-partisan in terms of resources and delivery
- Is an agreed code of behaviour 'owned' by the children?

4.0 Staff's responsibilities

- Ensure there are clear objectives and success criteria which the children understand
- Provide feedback which informs the next steps in their learning
- Give pupils opportunities to reflect on their learning through target setting
- Plan lessons which have pace and structure
- Provide a working environment where expectations are high
- Provide appropriate resources and support materials
- Continue to widen their subject knowledge and developments in education
- Use a range of teaching styles, differentiation and groupings to enable all pupils to learn effectively
- Keep effective assessments and accurate records which inform planning
- Communicating with parents and keeping them informed of children's progress

5.0 Pupils' responsibilities

- Adhere to their own class rules
- Respect other children, be considerate and thoughtful
- Respect the school environment and equipment
- Be punctual and organised with appropriate kit
- Be respectful to all staff and visitors
- Be positive and eager to make use of all opportunities
- Have pride in their work, their class and Falcons School
- Take responsibility for their learning

6.0 Parents' responsibilities

- Ensure their children attend regularly and punctually
- Support the ethos of the school and the class charters
- Share responsibility for their children's learning, be realistic and offer encouragement and praise
- Attend parent's evenings and curriculum meetings
- Support the child/ren with homework which may be set, including reading
- Encourage independence in their children
- Communicate with staff any concerns about their child/ren
- Respect other members of the school community
- Support school in the teaching of safe and secure internet use at home

7.0 Governors' responsibilities

- Work in partnership with staff, pupils and parents to support the aims and objectives of the school
- Support initiatives for pupils and parents
- Be accessible to parents and staff
- Take responsibility for own training and development
- Carry out monitoring and support staff where appropriate

8.0 Organisation

As a Primary Phase Free School our expectation is that all teachers teach the full range of curriculum subjects. Nevertheless, we recognise that there are specialist teachers within our staff and that some subjects may be taught by a specialist teacher.

9.0 Celebrating Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life, by;

- Verbal or written praise by teachers, peers, head and parents
- Displays of work
- Opportunities to perform or share
- Encouraging self-esteem
- Rewards within our Behaviour and Rewards Policy
- Sharing success with the community

10.0 Strategies for ensuring progression and continuity

Planning

- Clear curriculum maps in place for all subjects, with objectives and key vocabulary specified.
- Medium term plans and weekly/daily plan drawn up by teachers
- Staff meetings to discuss curriculum developments and initiatives
- Monitoring of progress by the Headteacher and Governors
- Links with local schools including secondary

Feedback and marking, assessment and record keeping

- Ensure continuity by using methods of marking set out in the marking policy
- Regular records of assessments in day-to-day achievements based on lessons objectives and success criteria
- Reading records –individual, group reading and reading level assessments
- Summative assessments in English and Maths throughout the academic year in years 1-6.
- SATs
- Foundation Stage – observations, evidence, profile records

11.0 Equal Opportunities

We will ensure that all children have the opportunity to progress regardless of gender, race, first language, physical or intellectual ability. Expectations are high and we will support but never limit pupils' achievements. Assessments will not involve cultural, social, linguistic or gender bias.

12.0 Monitoring and Evaluation

This policy will be reviewed annually by Governors

13.0 Approval by Governing Body

This policy has been formally approved and adopted by the Local Governing Body at a formally convened meeting.