

# Shipbourne School



## Teaching and Learning Policy

### **INTRODUCTION**

At Shipbourne Primary School we believe in the concept of lifelong learning & the notion that learning should be a rewarding & enjoyable experience for everyone; it should be fun. Through learning we equip children with the skills, knowledge & understanding to be able to make informed choices about the important things in their lives and preparing them for life in the 21st Century.

### **AIMS & OBJECTIVES**

We believe that people learn effectively in different ways. At our school we aim to provide a rich & varied learning environment that allows children & adults to develop their skills & abilities to their full potential.

#### **Through our teaching we aim to:**

- ◆ Enable children to become confident, resourceful, enquiring & independent thinkers & learners;
- ◆ Foster children's self-esteem & help them to build positive relationships with other people, so that they can work alone or as part of a team;
- ◆ Promote British and school values
- ◆ Prepare children for life in modern Britain and beyond.
- ◆ Develop children's self-respect & encourage children to respect the ideas, attitudes, values & feelings of others;
- ◆ Show respect for other cultures &, in so doing, to promote positive attitudes towards other people;
- ◆ Enable children to understand their community, find ways to contribute to the community, & help them feel valued as part of this community;
- ◆ Help children grow into reliable, independent & positive citizens;
- ◆ Help children to acknowledge their successes & share these skills with others.

## **Effective learning**

We acknowledge that people learn in many different ways & we recognise the need to develop strategies that allow children to learn in a variety of ways (see appendix). The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working and intrapersonal/reflective. These are taken into account when planning for learning.

We offer opportunities for children to learn in different ways which include:

Through organisational methods:

- ◆ group work
- ◆ paired work
- ◆ independent work
- ◆ whole class work

Through provision & structure within lessons

- ◆ investigation & problem solving
- ◆ research & finding out
- ◆ question work
- ◆ use of ICT
- ◆ fieldwork & visits to places of educational interest
- ◆ creative thinking
- ◆ reflection
- ◆ formal & informal opportunities to interact
- ◆ debates, role play & oral presentations
- ◆ designing & making things
- ◆ participation in athletic or physical activity

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, & to reflect on how they learn & appreciate excellence in all its diversity, what helps them learn & what makes it difficult for them to learn.

## **Effective teaching**

When teaching we focus on motivating children & building on their skills, knowledge & understanding of the curriculum.

We base our teaching on our knowledge of the children's level of attainment. We endeavour to develop further the knowledge and skills of the children and to help them acquire and apply new concepts. We strive to ensure that all tasks set are appropriate to each child's level of ability and offer challenge. When planning work for children with special educational needs we give due regard to information and targets contained in the school profile of need and individual Education and Health Care Plan where appropriate. We have high expectations of all children.

Our learning environments, where displays are changed regularly, incorporate working walls to support learning. We ensure that all children have the opportunity to display work at some time during the year. We believe that a stimulating environment sets the climate for learning, & an exciting classroom promotes high quality learning and independent thinking.

## **The role of the governors**

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

- ◆ Support the development of learning by allocating resources effectively;
- ◆ Ensure that the school buildings & premises are best used to support successful learning & teaching;
- ◆ Monitor data across the school in line with the SIP to include disadvantaged groups and target areas.
- ◆ Monitor the effectiveness of school learning & teaching policies through the school self-review processes.

## **The role of the parents/carers**

We believe that parents have a fundamental role to play in helping children to learn.

- holding events for parents to visit & learn about the curriculum;
- ◆ sending information to each class parents at the start of each term in which we outline the topics the children will be studying
- ◆ sending an annual report to parents in which we explain the progress made by their child & indicate how the child can improve further;
- ◆ explaining to parents how they can support their children with homework We suggest, for example, regular shared reading with their children, & support for older children with their projects & investigative work.
- ◆ we encourage parents to be involved in school activities whenever possible.
- ◆ providing a regularly updated website

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

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

## **Monitoring & review**

The implementation of the policy will be monitored through triangulation by the headteacher and, where necessary, the LEA and SIP.

## Appendix

### The seven types of intelligence

#### Linguistic

As in a poet

Children with this kind of intelligence enjoy writing, reading, telling stories or doing crossword puzzles.

#### Logical-Mathematical

As in a scientist.

Children with lots of logical intelligence are interested in patterns, categories & relationships. They are drawn to arithmetic problems, strategy games & experiments.

#### Bodily-Kinaesthetic

As in a dancer.

These children process knowledge through bodily sensations. They are athletic, dancers or good at crafts such as woodworking.

#### Spatial

As in a sculptor.

These children think in images & pictures. They may be fascinated with mazes or jigsaw puzzles, or spend time drawing, building with lego or daydreaming.

#### Musical

As in a composer.

Musical children are always singing or drumming to themselves. They are usually quite aware of sounds others may miss. These children are often discriminating listeners.

#### Interpersonal

As in a teacher.

Children who are leaders among their peers, who are good at communicating & who seem to understand others' feelings & motives, possess interpersonal skills.

#### Intrapersonal

Those who have an accurate view of themselves.

These children may be shy. They are aware of their feelings & are self-motivated.

Gardner's theory proposes that people have seven relatively autonomous intellectual capacities. These are not necessarily dependent on each other but rarely operates in isolation. Every person possess varying degrees of each of these intelligences.