



Coupe Green  
Primary School

H O G H T O N

## Teaching and Learning Policy

At Coupe Green School we believe that learning is lifelong and that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun, as children and adult alike learn best when they are interested, engaged and motivated. This belief has led us to tailoring our curriculum to our children's interest. Using their interest as the main theme for learning in which national curriculum skills are taught and embedded.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. All teaching should lead to the development of a child's knowledge and understanding, skills and attitudes and should be built upon prior learning.

### Aims and Objectives

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

We aim to:

- Develop children's confidence and willingness to have a go and explore new opportunities.
- Excite, encourage and inspire children's love of learning through real purposeful experiences.
- Respect others and celebrate diversity.
- Provide excellent and exciting teaching and learning which enables all abilities to succeed.
- Nurture and support each other when we need help.
- Use our unique natural surroundings to encourage curiosity and adventure where children gain a love of the outdoors.
- Inspire individuals to have ambition and drive to fulfil their true potential.
- Teach a creative curriculum which develops individual's knowledge and encourages reflective learning.

### Effective Learning

As people learn in many different ways we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

Catering learning to children learning styles and needs ensures that all children can succeed. Enabling them to practise a taught skill in a variety of ways also allows children to identify the best way in which they learn and challenges their understanding to apply skills in a different way.

To develop effective learners, we encourage children to be independent, thinking of ways to support themselves before seeking advice. 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.

## **Differentiation**

Differentiation is concerned with the acknowledgement that each learner in a class differs from other learners in many ways so that each child can develop skills and knowledge to their full potential. Differentiation could be based on ability, prior learning and learning speed.

Differentiation could be achieved through four main ways:

- through differentiated learning objectives/learning outcome;
- through tasks;
- time allowed;
- support

As the new curriculum focusses on developing children's breadth of knowledge, differentiation is key to ensure that all children are challenged.

## **Effective Teaching**

In order for teaching to be effective it must be child centred. This means that teachers must identify children's starting points and needs to ensure that all children make progress; whilst knowing their class deeply to enable them to develop learning which inspires and motivates all.

At Coupe Green we draw on a variety of resources to ensure that we follow the National Curriculum and develop children's skills so that they meet Age Related Expectations. Using Lancashire planning booklets, along with Key Learning Indicators of Performance (KLIPs) we are able to track the coverage of the National Curriculum skills along with tracking children's progress within areas of learning.

Our school is very fortunate to be set in beautiful and generous grounds. We believe that taking learning outside and encouraging active learning is a fantastic way to apply skills, engage children and be creative. Thus we use the fantastic resources that we have to enhance our curriculum and give children real life and memorable experiences which will stay with them through their lifelong learning journey.

## **Learning in Early Years**

In the Early Years Foundation Stage, Nursery and Reception, children learnt most through play. They access learning experiences in continuous provision. Continuous provision is planned rigorously and develops children independent learning, giving them opportunities to apply learning through child initiated learning and their play. Children also take part in adult led learning which is planned to focus on developing key skills and children's specific needs.

## **Areas of learning in the Early Years Environment**

The early years classroom is organised into areas in which children can learn through play. These are; Home Corner, Small World, Mark Making, Creative, Construction, Quiet Spaces, Reading Area, Maths Area and Outdoor Areas.

These areas help to develop children skills under the 7 areas of learning. Please see the Early Years Policy for more information.

In Early Years children are taught Phonics, Literacy and Maths daily along with theme lessons which encompass a wide range of skills from the Prime and Specific Areas of Learning.

*See the Early Years Policy for further information.*

## **Learning at Key Stage 1**

Following good practise from Early Years, we allow children in Key Stage One to learn through both adult led, directed activities and continuous provision. This allows children to continue to be inquisitive learners, exploring and applying taught skills in a practical and meaningful way. We believe that this builds children's confidence to 'have a go' and become resilient when facing new challenges.

Children in Key Stage One received daily phonics, English and Maths lessons whilst being taught 'Theme' following our creative, child led curriculum to teach foundation subjects. At Coupe Green we work hard to apply Maths and English skills through theme lessons to enable children to apply the foundations of their learning across a variety of formats.

## **Learning at Key Stage 2**

It is vital that children enjoy learning in ensure that they are motivated and thus make progress, this is why we aim to keep learning active and meaningful, no matter a child's age. Children in Key Stage 2 are given opportunities to role play, investigate and explore, learning practically and be independent just as Key Stage 1 children, whilst keeping the fine balance of directed and focussed independent work to prepare children for learning in High School and the wider world.

In Key Stage 2 children have daily English and Maths lessons, whilst having spelling and grammar lesson three times a week. The skills in these sessions are continually reviewed and applied through English lessons. They children also have theme lessons in which they learn foundation subject skills through a theme of their interest, whilst applying their core subjects skills.

Every classroom at Coupe Green has a reading area. This area is designed by the children and authors are selected by the children to inspire and engage in reading and books. We believe that this is vital as reading develops children's imagination, language and understanding of the world. Within each classroom there is also a theme area where children's interest can be clearly seen. Classes also have working walls for both English and Math so that the learning journey can be seen and children can refer to it if they need support when working independently.

## **Assessment**

In order to establish a child's strengths and next steps for learning, teachers must assess them. Assessment is conducted on a daily basis, formative assessment, through questioning, observations in lesson time and marking children's work. These observations inform teachers planning and enable teachers to adapt planned lessons to meet the needs of their class, therefore planning must be flexible.

More formal assessments are also conducted, summative assessment, which are in the form of assessment papers, where children demonstrate the ability to apply the skills that they have learnt independently and across a range of questions. This form of assessment is conducted on a ten-week cycle, allowing for effective teaching time, and allows teachers to identify gaps in learning across an area of learning.

*For more information, please see the assessment policy*

## **The Role of Parents**

Please see our Home School Agreement

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' evenings to discuss children's learning, progress and targets;
- sending information to parents at the start of each term in which we outline the themes that the children will be studying during that term at school, via a curriculum overview;
- sending regular electronic observations, 2build a Profile, to parents which demonstrate the learning that is taking place in school, the skills covered and the child's next steps. This electronic program is used from Early Years through to Year 6.
- explaining to parents how they can support their children with homework.

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.

## **The Role of 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;
- ensure that staff development and performance management policies promote good quality teaching;
- 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 termly head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

**Reviewed: September 2020**

SBM/Policies/Curriculum/Latest/Teaching&LearningPolicy