

# *The Ryde School*

## *Teaching and Learning Policy*



Reviewed: February 2019  
Next Review: February 2021

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## Teaching and Learning Policy

At The Ryde School teachers provide opportunities for the children to reach their full potential through an engaging and creative curriculum.

Teaching and learning builds upon the experiences that a child brings to school. It provides a progressive framework for developing confidence, knowledge, skills and concepts, in a stimulating and challenging environment.

### **Aims:**

1. To maximise the learning potential of each child through a broad and balanced curriculum.
2. To encourage high standards of success in all aspects of school life.
3. To develop independent and creative learners/thinkers.
4. To stimulate positive attitudes to learning both in and beyond the classroom.
5. To promote confidence in their own achievements.

### **Purposes:**

1. To ensure quality learning experiences in an enjoyable and stimulating environment.
2. To clarify expectations to ensure a consistent, whole school approach to teaching and learning.
3. To improve the effectiveness of our teaching.

### **Teaching:**

Teachers at The Ryde School work towards the school aims by ensuring:

1. Pupils acquire knowledge, skills and understanding progressively.
2. Well-paced lessons are planned for mastery and depth of learning.
3. A balanced range of differentiated activities are planned for, setting clear learning objectives that pupils understand and constructive feedback is provided.
4. Children's EYFS learning journals and Key Stage 1 and Key Stage 2 assessment records are maintained effectively.
5. Teachers have an up to date knowledge and understanding of their subject.
6. Support staff, time and other resources, especially Information and Information Technology, are effectively used.
7. Opportunities are provided for all pupils to take responsibility for their own learning promoting high expectations of all pupils.
8. Staff manage pupils well and insist on high standards of pupil behaviour.
9. Staff ensure that everyone shows respect for the worth and dignity of pupils.
10. Partnership between home and school is promoted and valued.

11. Home activities are used effectively to reinforce and/or extend what is learned at school.
12. To provide enquiry based learning which leads to depth of learning and mastery.

### **Quality Learning**

Quality learning occurs when:

1. Children's prior knowledge, skills and understanding are built on and developed.
2. Children are able to transfer skills within and between curriculum areas.
3. New knowledge or skills are acquired, ideas developed and understanding increased.
4. Children understand what they are doing, how well they have done and how they can improve.
5. Children adjust well to the demands of working in different contexts, selecting appropriate methods and organising effectively the resources they need.
6. Modern technology is used as an appropriate aid to learning.
7. Planned activities, including problem solving and learning outside the classroom activities are used to stimulate pupils engagement and curiosity.
8. Work is sustained with a sense of commitment and enjoyment.
9. Positive attitudes towards learning are established through giving the children opportunities to take ownership of their own learning.
10. Children make consistent progress.

### **The Learning Environment**

At The Ryde School staff provide a welcoming and stimulating environment that encourages imagination, curiosity and challenge.

To encourage independence, the learning environment will be well organised with clearly labelled and easily accessible resources. Children's work will be well presented, as a means of enhancing their self-esteem, and displays stimulating and aesthetically pleasing.

### **Progression and Continuity**

Planning must take into account the needs of all the children through the use of the agreed schemes of work, National Curriculum targets and the Early Years Foundation Stage curriculum.

### **Monitoring and Assessment**

#### **Headteacher:**

The Headteacher has a half termly focus for monitoring the teaching and learning.

#### **Teachers:**

1. Domain Leaders monitor their own subject areas through analysis of planning, work sampling, learning walks and learning talks.

2. Pupils' individual targets for English and Mathematics are set in the summer term on children's annual report for years 1-6.
3. The Nursery and Reception teachers set targets using Baseline Assessments.
4. On-going assessment is undertaken through regular marking, use of rubrics, writing portfolio, standardised tests, verbal feedback and the setting of individual pupil targets.

### **SEN and Vulnerable Groups**

The individual needs of the child are met in all areas of the curriculum through quality teaching and appropriate learning opportunities. Class teachers liaise with the SENCO to develop appropriate strategies and interventions. In the case of Pupil Premium children there may be additional interventions.

### **Equal Opportunities**

All pupils, regardless of their race, sex or ability have equal access to the curriculum. Staff take into account the preferred learning styles of the children and they use a variety of resources to ensure each child reaches his/her full potential.

### **Health and Safety**

All teaching and non-teaching staff should be made aware of any health and safety issues which relate to the teaching and learning activities, within the learning environment.

(See Health and Safety Policy.)

### **Roles and Responsibilities**

#### **1. Teachers**

Responsible for planning and the effective delivery of an appropriate curriculum.

#### **2. School Support Staff**

To liaise with teachers and pupils, follow interventions and to plan appropriate activities.

#### **3 Domain Leaders**

Keep up to date with new developments/initiatives in their domain area.

Disseminate information to other staff to promote effective teaching.

Maintain and develop appropriate resources for their domain areas.

#### **4. Deputy Headteacher**

To liaise, support and advise other members of staff, particularly in implementing the curriculum, assessment and record keeping.

To share with the Headteacher responsibility for professional development.

#### **5. Headteacher**

To ensure that the school provides a broad and balanced curriculum.

To evaluate and improve the standards of teaching and learning in the school by –

- a) Monitoring individual teachers at work in their classrooms.
- b) Monitoring children's learning through pupil voice and learning talks.

- c) Helping staff to evaluate the effectiveness of their own teaching.
- d) Involving each teacher in school development planning.
- e) Providing opportunities for INSET.
- f) Providing domain leaders with non-contact time for monitoring and informing the Headteacher and Governors.
- g) Deploying staff to ensure maximum effect of individual expertise.
- h) To ensure that the progress of pupils is monitored and recorded.
- i) To ensure a safe and healthy environment for teaching and learning.

## **6. Stakeholders**

To work together with the Headteacher and the staff, to implement the aims and policies of the school.