

ROSEACRE PRIMARY ACADEMY



Ethos Statement

This policy reflects our academy's ethos, which recognises, celebrates and welcomes diversity. This policy ensures fairness and equality, regardless of age, disability, religion, gender, sexual orientation, ethnicity, attainment or background.

Rationale

At Roseacre Primary Academy we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching and learning 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, meaningful and rewarding lives. We believe that people learn best in a variety of ways. At our school we provide a rich, varied and engaging learning environment that allows children to develop their skills and abilities in order to achieve their full potential.

Provision

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account different styles when planning teaching and learning.

We offer opportunities for children to engage in the curriculum in a variety of ways including:

- investigating and problem solving;
- researching and finding out;
- personalised learning;
- group work;
- paired work;
- independent learning through provision of structured choices of task;
- whole-class work;
- the asking and answering of pertinent questions;
- use of ICT
- visits to places of educational interest;
- speaking and listening activities;

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- designing, making and evaluating;
- helping children to choose healthy life style choices

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 think and learn.

Expectations regarding learning are shared with the children and as they progress through the school it is expected that they contribute to their success criteria, which remains on show throughout the lesson.

Each of our teachers makes a special effort to establish good working relationships with the children in their class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities.

The classrooms, corridors and shared areas in our school are attractive learning environments. We change displays at least once a term, to ensure that the topics studied by the children are reflected and their work is valued and meaningful. All classrooms have a range of dictionaries, as well as displays relating to English and Mathematics. We believe that a stimulating environment sets the climate for learning, and an exciting classroom and corridor promotes independent use of resources and high-quality work by the children.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly through the performance management process. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

Reporting

Individual academic targets for English and Mathematics are set with the children regularly using both summative and formative assessment in each academic year and these targets are shared with parents at parent consultation evenings. Regular reviews of progress takes place and reports are sent to parents mid termly and at the end of year.

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. This is done in many ways:

- providing curriculum maps termly;
- use of the Roseacre newsletter each fortnight;
- Academy Website;
- Curriculum presentation evenings;

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- by holding parent consultation evenings to explain new strategies being used in our school;
- by sending a mid-term and annual report to parents in which we explain the progress made by each child and indicate how the child can improve further;
- by explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading and support for older children with their projects and investigative work.

The Governors at Roseacre Primary Academy 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-evaluation process. These include reports from subject leaders and the headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

Success Criteria

The evaluation of this policy is based on:

- monitoring and evaluation of the curriculum
- monitoring and evaluation of teaching and learning policy
- curriculum 2014

This policy will be kept electronically on the 'Shared Drive'. A paper master copy will be held by the Headteacher. Parents will be informed of the policy on occasional newsletters and on the school web site.

This policy will be reviewed in Spring Term 2019 by the Senior Management Team of Roseacre Primary Academy

Signed:  Deputy Headteacher

Date adopted: February 2017