

Royal Borough of Kingston upon Thames

Green Lane Primary and Nursery School



Teaching and Learning Policy

Inclusion within the Curriculum

Green Lane is committed to an inclusive education for all, through a creative and a broad and balanced curriculum. All pupils are catered for through high quality teaching in the classroom that is differentiated and personalised to meet the majority of their needs. Only a few pupils will need provision that is different and additional to those of their peers in the form of a short term or long term intervention.

Rationale:

At GLPNS we are committed to ensuring that every pupil is given the opportunity to develop a range of skills which will equip them for success in the modern world.

Our Teaching and Learning policy aims to provide an agreed basis for approaches to teaching and learning which will be reflected in classroom practice and in the planning of the curriculum.

Aims and Objectives:



At GLPNS we strive to provide the highest quality teaching and learning experiences for our pupils through;

- holding consistently high expectations of all pupils.
- planning and teaching lessons that enable pupils to learn exceptionally well across the curriculum.
- systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- teaching reading, writing, communication and mathematics effectively and cohesively across the curriculum.
- authoritatively imparting knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.
- providing consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.
- using well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately.
- providing opportunities to develop collaborative, leadership, questioning and problem solving skills
- making explicit and meaningful links across the curriculum, setting learning in real life contexts

Inclusion

The governing body will review and monitor this policy and evaluate its effectiveness.
Agreed by staff: April 2015 Agreed by Governors: Autumn 2015 Review: Spring 2017

Green Lane Primary and Nursery School
Policy on: Teaching and Learning

Green Lane is committed to an inclusive education for all through high quality teaching.

Classroom Organisation

The organisation of the classroom, resources and pupils is of great importance to ensure significant and purposeful learning is taking place.

Flexible Groupings

We teach in a mixture of individual, paired, small or large groups and whole-class teaching, depending on the task set, the outcomes sought, and the children's needs.

Groups may be arranged according to ability, friendship, interest or any other appropriate combination.

Classroom resources

Resources are stored in easily accessible places, labelled where necessary, with a system manageable to both children and teachers for distribution and collection. The system used should encourage pupil independence and initiative.

Classroom routines and systems

Routines and systems are clearly established at the start of the school year and consistently applied throughout the year.

- Children enter the classroom in an orderly, quiet manner ready to start the lesson.
- Lessons start and finish promptly, with children moving quietly around the school to their next lesson if necessary.
- No member of staff or child addresses a group of children before they have the full attention of the group.
- Each teacher adheres consistently to the school's behaviour policy.
- Personalised reward systems are in place within each class (refer to the school's Behaviour Policy for more detail).