



Charles Dickens Primary School  
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## **Teaching and Learning Policy**

### **School ethos:**

Creativity and excellence are at the heart of everything we do at Charles Dickens Primary School. Children are encouraged to work to the best of their abilities. However, we also want them to have lots of fun along the way. In order to enrich our exciting and diverse curriculum, we offer a continually expanding range of first hand learning experiences and extra-curricular activities, tailored to meet the needs of children at different stages of their school career. We believe that it is important that our classrooms look and feel vibrant and alive and that the creativity exudes from our displays and the presentations and performances of our children. All our children will always make or exceed national expectations of progress and all the staff will support their determination and ambition with outstanding teaching. Through every strand of school life, we aim to promote the spiritual, moral and cultural development of every child, alongside the academic, to prepare them for the opportunities, responsibilities and challenges that life offers.

### **AIMS AND OBJECTIVES**

**At Charles Dickens School we are committed to providing a high standard of education for all pupils.**

**Teaching and learning are the central activities of the school, and our success is judged against the quality of our teaching and the pupils' learning, progress and attainment.**

At Charles Dickens School we have a teaching and learning policy in order to ensure that:

- There is a high standard of teaching and learning in all classes
- There is consistency of practice within and between year groups
- There is a shared belief in the way teachers teach and children learn
- Everybody is clear about the roles they fulfil
- There is equality of access and opportunity for all children
- There is a clear understanding of how the school's ethos is evident in practice.

Our teaching and learning policy is a statement of how we believe children learn best and how teachers teach best.

It is the focus of continuing research and development as we strive to provide the best opportunities for all children.

We believe that all members of the school community are learners and contribute to a stimulating and successful learning environment.

## **The Learning Environment**

The essential elements of an effective learning environment:-

- Strong positive leadership by the Head and the Senior Management Team
- Flexible staff teams
- A positive atmosphere and spirit that reflects the social, religious and cultural diversity of our school community
- A cared for environment that functions well and is valued by the school community
- Clear and fair discipline
- A sure and continuing emphasis on teaching and learning with a focus on achievement
- Children experiencing a broad curriculum which impacts on improved self-esteem
- Recognition and celebration of success
- Partnership with parents and carers
- Extra-curricular activities which broaden interests and experiences, expand opportunities to succeed, and help to build good relationships within the school
- Opportunities for continuing professional development for staff

## **AT CHARLES DICKENS SCHOOL WE BELIEVE THAT CHILDREN LEARN BEST WHEN:**

- They are happy, safe and relaxed
- They are independent and autonomous
- They are confident in asking questions and seeking answers
- Outcomes are clearly defined for teachers and pupils
- They are directly involved in the target-setting process
- There is adaptability and flexibility in the lesson
- They are able to work collaboratively
- The teacher demonstrates good teaching skills
- All children are given the opportunity to contribute
- Tasks are differentiated
- The teacher engages the children in learning in a variety of situations
- The children want to learn and enjoy learning
- They know what to do and why
- Support staff assist them appropriately
- The teachers and the children are enthusiastic
- There are positive working relationships
- High expectations are set with realism
- They feel valued
- They are engaged in investigative learning in order to encourage enquiry and problem solving
- There are well-chosen resources

- They are encouraged to reflect and plan ahead, building on their strengths and learning from their mistakes
- They are able to draw inspiration from others
- They are encouraged to see their learning as relevant to their everyday lives and futures
- They recognise the teacher as a learner too

### **AND TEACHERS TEACH BEST WHEN:**

- Forward plans are used to develop knowledge and skills
- The classroom is well organised and managed
- Support staff are fully involved
- When account is taken of different styles of learning including visual, auditory and kinaesthetic
- Connections are made between different curriculum areas and within the same curriculum area
- Concepts and content are clearly explained
- There is good teacher/pupil interaction
- The teaching is well paced, stimulating and enthusiastic
- They recognise themselves as learners
- Children are asked questions which extend and develop understanding
- Children's contributions are encouraged and valued
- Children are directly taught how to collaborate
- Children are motivated to learn
- Tasks are appropriate to the abilities of the children
- Children know what to do and why
- Teachers check the pupils' understanding
- Group targets are set and regularly reviewed
- Assessment is used to plan next steps
- High expectations are set
- There are good relationships between the teacher and the pupils
- Children's work is valued
- When regular and constructive feedback is given
- When each child is encouraged to reach their full potential
- Praise is used to motivate pupils
- There are good relationships between pupils
- Resources chosen are appropriate and accessible
- The teacher reflects on their practice

**Recognising and Celebrating Achievement** - At Charles Dickens School we recognise and value achievement by:

- Sharing success in assembly
- Sharing good work in class
- Displaying work in a creative and stimulating way
- Giving high quality written and verbal feedback on classwork

- Using circle time to reflect on esteem issues
- Praise in and out of class

## **Monitoring and Review**

At Charles Dickens School we are committed to regular and purposeful review. We plan in year group teams to provide a supportive and reflective atmosphere in which to assess the effectiveness of the curriculum and children's progress. Regular monitoring and feedback is an integral part of our school improvement plan. As a whole school we evaluate the school improvement plan, assessment data and school performance indicators and plan for further development.

## **INCLUSION**

We believe that all children have the right to be included in the teaching and learning organised for them. We achieve inclusion by:

- Our commitment to our guidelines for developing positive behaviour
- Differentiating the learning activities according to ability
- Providing for specific needs by detailing them in individual education programmes
- Organising additional support as required
- By addressing the needs of the gifted and talented
- Setting a high priority on support in class

**THE LEARNING ORGANISATION** To create an effective and dynamic learning organisation we recognise the need for:

- Self-criticism and self-evaluation
- Lateral and critical thinking
- The ability to problem solve
- A critical understanding of current educational research
- Educational debate as a vital tool for success and progress in our school
- Sharing good practice

We are committed to a model for improvement rooted in teams, which recognises the strengths of collaboration and co-operation.

### **Teams will:**

- Have a balance of knowledge and experience
- Have specific aims, actions and deadlines
- Temper pressure with shared commitment and support
- Share expertise

## **The role of parents and governors**

At Charles Dickens School we actively encourage parents to participate in their children's learning. We do this by:

- Promoting a positive, collaborative relationship with the school
- Ensuring that their children are in school on time and attend regularly
- Encouraging a good attendance at parents evenings
- Providing workshop opportunities so that parents understand what goes on in the classroom
- Informing parents of the curriculum to be covered at the start of each term
- Sending weekly home work
- Issuing home school agreements
- Being available daily for discussion of any queries
- Participating in school activities, such as trips
- Encouraging parents to share their expertise and talents with the class
- Inviting them to attend school performances

**Governors will:**

- Support the aims for successful teaching and learning
- Develop the role of critical friends in their oversight of the school and its activities
- Think strategically