

New Hope Christian School (NHCS) Learning and Teaching Policy Statement

NHCS is committed to developing a learning environment which is:-

HAPPY

SAFE

CARING

EXCITING

AND FULL OF OPPORTUNITIES

New Hope Christian School is dedicated to pursuing excellence through:-

- A stimulating and well resourced environment
- Enthusiastic and energising staff
- The development and encouragement of everyone at NHCS
- Raising self-esteem and awareness of others
- Encouraging respect

We aim to deliver an exciting and relevant curriculum through:-

- Excellent and enthusiastic Learning approaches
- Innovation
- Encouraging reflection and thinking skills
- Providing opportunities to broaden creativity and self-worth
- Celebrating achievements with each member of our school

Community, every step of the way

ENJOY EVERY EXCITING EDUCATIONAL EXPERIENCE

Our aims for teaching and learning are that all children will...

- Become independent, responsible and critical learners.
- Learn the knowledge, skills and concepts needed to achieve academically, aesthetically and spiritually.
- Develop qualities of mind, spirit, feeling and imagination.
- Foster self-esteem and personal responsibility.
- Be aware of their roles as future citizens.
- Develop a set of ethical values and moral standards by which to live, respect other races, religions and ways of life.
- Work is planned using the School management system.

At NHCS we are committed to following the programmes of study as required by DfEE/QCA Schemes of Work.

We are committed to raising standards of Basic Skills at NHCS School. By Basic Skills, we mean the ability to read, write and speak in English and to use mathematics and ICT at a level necessary to function and progress at work and in society in general.

The classroom should be:

Maintain a tidy classroom. RESEARCH SHOWS THAT TOO MUCH CLUTTER IMPAIRS COGNITION

Review classroom environment monthly and freshen where appropriate.

MAXIMISE USE OF WALL SPACE

- Summaries of previous learning
- Reminders about current topics
- Preparation for future topics
- Change regularly.
- Mount above eye level.
- Make colourful.
- Use images/ photos and pictures to replace/ enhance text.
- CELEBRATION
- Group art projects.
- Examples of children's work.
- Collective mind maps.
- Effort charts/ Reward systems.
- RAISING SELF ESTEEM
- Inspiring quotes.
- Positive affirmations.
- Contributions from children.
- INFORMATION
- For parents/ supply staff:
- Weekly planning.
- Class Timetable.
- Supply information.
- Details of any children with health issues.
- Fire precautions.
- Playground duties.
- First aiders.
- For children:
- Golden Rules.
- 'The Big Picture': daily timetable
- Learning Objectives for the lesson.
- Success criteria for selected lessons.

RESOURCES

- Clearly labelled.
- Attractively presented.
- Tidy.
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.
- Parents are encouraged to support their children's learning by:
- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly.
- Sharing with the teacher any problems in school that their child is experiencing.
- Supporting the school's Home/School Agreement.
- Supporting their child by attending Open Evenings and other meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual education Plan, and any Special Educational Needs processes.

- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit.
- Agreeing to the Parent/Teacher contract concerning their child's behaviour.
- Agreeing to, and supporting, the school's homework policy.
- Welcoming staff at home-visiting times, such as before starting in Reception.
- Contributing relevant information to base-line assessment.
- Attending all medicals and health interviews when invited.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence.
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs.

- Taking an interest in their child's learning and asking about their day.
- The community is invited to support the school by:
 - Contributing to activities, such as assemblies, artistic events, specialist outings and clubs.
 - Presenting themselves as positive role models to be emulated.
 - Guiding pupils' behavior as they play around the school and providing positive role models with regard to behaviour.
 - Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills.
 - Voluntarily helping in the classroom. In relation to the previous areas the school will reciprocate by:
 - Responding to all offers of support as far as it is able.
 - Respecting all information given in confidence.
 - Giving clear information on the aims and objectives of the curriculum and school procedures.
 - Setting up curriculum meetings.
 - Displaying the Long Term Whole School Curriculum Plan, Schemes of Work and Medium Term Plans.
 - Giving reasonable/appropriate access to teaching staff.
 - Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

THIS POLICY IS A WORKING DOCUMENT TO BE REVIEWED BY: JANUARY 2009