

Prees C.E. PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

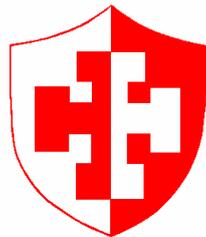
This Policy document should be seen as a product of regular review and revision undertaken by all staff working together and is subject to amendment when necessary. This review and revision will take place as part of the school curriculum planning cycle. It should be read in conjunction with the Positive Behaviour Policy and Marking Policy.

MISSION STATEMENT

Christian values are the foundation upon which Prees C. E. School is built.

St Chad's church is at the heart of our school and the wider community.
The cross of St Chad symbolises our link through the ages to the Cathedral
of our
Lichfield Diocese.

We are committed to promoting Christian values such as love, peace, forgiveness and self-control, to enable our children to develop into the people they are meant to be.



Believe and Achieve

Aims

We aim to have a shared vision within the school community about the factors that contribute to effective teaching and learning. All staff are encouraged to participate in a professional dialogue, to trial and evaluate ideas and share evidence based results with their peers.

The balance between teaching essential curriculum content and teaching about the process of learning itself is seen as crucial. Effective learners become: self-aware (reflective); questioning (resourceful); learn from others (reciprocal); build stamina for learning, avoiding distraction (resilient).

We intend to:

- ☞ Provide the best opportunities for the learning and achievement of all pupils and members of staff
- ☞ Teach all pupils how to learn and become self-motivated life-long learners
- ☞ Develop a thinking, problem solving culture
- ☞ Use the language of our Christian Values to promote learning behaviours such as *Perseverance, Courage, Creativity, Resilience and Responsibility*.
- ☞ Develop confident, disciplined and enquiring learners, able to make informed choices
- ☞ Foster a love for learning and give pupils an opportunity to develop their own ideas both now and into the future.
- ☞ Foster self-esteem and personal responsibility, linked to our Christian Values, such as respect for the needs and feelings of others
- ☞ Teach pupils how to deal with the emotional side of learning (difficulties, frustration, confusion, hard work, 'stickability')
- ☞ Raise levels of attainment for all pupils, enabling them to achieve their personal best
- ☞ Facilitate considerate and positive relationships between all members of the school community in line with the Christian Values which are the mainstay of whom we are and who we wish to become.
- ☞ Listen to pupils and recognise them as individuals
- ☞ Ensure equal opportunities in relation to gender, race, class, special needs and belief
- ☞ Value and respect all cultures
- ☞ Meet the needs of a changing school community (eg inclusion, ethnic diversity) and a changing world (eg social and cultural change, ICT)
- ☞ Provide a safe, supportive and happy workplace
- ☞ Promote a thoughtful attitude towards the immediate and wider environment and responsible stewardship for our world.

Ethos

Our Christian ethos and atmosphere underpins the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. The ethos of the classroom should include a focus on the process of learning, whereby each pupil develops a sense of what it means to become an effective learner. In the course of their daily work the staff will contribute to the development of this ethos through:

Providing a calm and effective working environment at all times, in which each child can achieve his or her maximum potential

- ☞ Providing a welcoming environment, in which courtesy, kindness and respect are fostered
- ☞ Providing positive role models
- ☞ Providing a fair and disciplined environment, in line with the school's Positive Behaviour Policy
- ☞ Maintaining purposeful and informative planning, record keeping and assessment documents, in line with the school's policy statement
- ☞ Developing links with the wider community
- ☞ Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and Foundation Stage Curriculum
- ☞ Valuing and celebrating pupil's success and achievements
- ☞ Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise
- ☞ Welcoming and supporting teaching and non-teaching students (work experience).
- ☞ Supporting teaching and special support assistants

Equal Opportunities

In accordance with the school's Equal Opportunities Plan, all children at Prees C.E. Primary School must be given full access to the National Curriculum. Staff

will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

Inclusion

We strive to create a sense of community and belonging for all pupils and staff. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Management of the School Day

Key Stage 1

8.50 - 9.00	Registration/Early work (10 minutes)
9.00 - 10.10	Session 1 (1 hour 10 minutes)
10.10 - 10.30	Morning Break
10.30 -12.00	Session 2 (1 hour 30minutes)
12.00 - 1.00	Lunch Break
1.00 - 2.00	Session 3 (1 hour)
2.00 - 2.10	Afternoon break (flexible timing of this)
2.10 - 2.45	Session 4 (35 minutes)
2.45 -3.10	Worship time
Total learning time:	22 hours 10 minutes

Key Stage 2

8.50 - 9.00	Registration/ Early work (10 minutes)
9.00 - 10.30	Session 1 (1 hour 30 minutes)
10.30 - 10.45	Morning Break
10.45 - 12.10	Session 2 (1 hour 25 minutes)
12.10- 1.10	Lunch Break
1.10- 2.45	Session 3 and 4 (1 hours 55 minutes)
2.45 -3.10	Worship time

Total learning time : 25 hours

Planning

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Thematic work will be planned using either the Science or Humanities schemes of work as a basis for a skills based themed curriculum. Teachers will track and assess the skills and knowledge covered through a variety of child led interests for starting points. Subject leaders are responsible for tracking progression of their subject both skills and knowledge and to ensure appropriate coverage for a broad and balanced curriculum. Maths, PE and certain Literacy skills will be taught discretely, where a natural link is not apparent. The school employs a peripatetic music teacher to deliver a progressive music curriculum for all children.

At Prees C.E. Primary School we are committed to following the programmes of study as required by the curriculum guidance for the Early Year Foundation Stage, National Curriculum, the SACRE agreed syllabus for RE with reference other Schemes of Work, where appropriate.

The medium term planning, including weekly objectives, will be monitored by the relevant Co-ordinators. Literacy and Maths planning will be monitored half-termly, other subject areas as outlines in the school's monitoring cycle, informed by the School development Plan. The Senior Management Team have an overview of the whole school curriculum.

All planning is differentiated according to the needs and ages of the children. ICT is used to support and enhance teaching and delivery of the curriculum. ICT skills are also taught discretely as required in the Computing strand of the National Curriculum (2014).

Teachers are aware of the importance of using:

- ☛ Key questions. Teachers use a variety of questioning strategies to deliver, challenge and assess children's thinking and understanding.
- ☛ Thinking Skills. Teachers are encouraged to develop thinking skills of children across the curriculum.
- ☛ Independence: The school is trialling sessions during the week dedicated to independent learning projects where pupils choose a topic that they are interested in and produce a body of work around it. The teachers then guide the individuals to consider ways to improve and skills to be worked upon.

Timetabling and Time Allocation

Schools take responsibility for the timetable and organisation of the school day. At present, the school is moving towards a more flexible approach to timetabling.

The teacher should take into account:

- ☛ The learning needs of the pupils in a particular cohort
- ☛ The adaptation of the schemes of work
- ☛ The blocking of units of work
- ☛ Cross-curricular links and the overall theme of the term
- ☛ Intervention strategies needed in order to accelerate learning

Classroom Management and Organisation

Management

The learning environment will be managed in such a way as to facilitate different styles of learning as well as different abilities:

- ☞ Whole class teaching
- ☞ Group work, organised according to appropriate criteria (ie ability, mixed ability, interest etc)
- ☞ One to one teaching
- ☞ Collaborative learning in pairs or groups
- ☞ Independent learning
- ☞ Child initiated learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Special support assistants, teaching assistants and external agencies will be deployed to support children with Special Educational Needs, as outlined on their PCPs.

Pupil Personal Development and Behaviour Management

We believe that the most effective and rewarding learning takes place in a totally positive environment. Clear expectations about values, relationships and behaviour are essential for effective teaching and learning. Relationships between teachers and pupils should be based on mutual respect. The Policies for PSHE, Anti-Bullying, Behaviour and Equality Plan also emphasise the role of the teachers in providing a consistent framework of values and supportive relationships.

Organisation

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- ☞ Writing resources, including a wide range of prompts, including working walls will be available for use at all times, and will be easily accessible
- ☞ Book corners and displays will be neat and attractive

- ☛ Pupils will be involved in the maintenance and care of all equipment and resources

Resources

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the curriculum co-ordinator. Consumables will be replenished as necessary. Staff may contact curriculum co-ordinators with suggestions for specialist materials that may need ordering. All orders are made through the school office having been agreed by the Headteacher/Deputy.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health & Safety and waste.

Differentiation

Teachers will differentiate the curriculum when appropriate to ensure a measure of success for all. Differentiated tasks will be detailed in daily planning. Learning objectives will be specified for all differentiated teaching. Children will use the "I am learning to..." statement as headings for their work. Differentiation is also achieved by the level of support provided and also by outcome. This is an important part of Quality First Teaching.

Record Keeping and Assessment

Regular assessments, of which APP is one, are made of pupil's work in order to establish the level of attainment, and to inform future planning. Record keeping and assessment procedures are defined in the Assessment and Marking Policies.

Target Setting

The core subjects (Literacy, Maths, Science and RE) have target trackers glued into books so that the children can self-assess as well as the teacher highlighting their next steps for development. These form personal targets which the children are encouraged to strive to achieve. Children with SEN have individual targets according to their PCP. These are also reviewed and re-written termly.

Teaching Strategies

In order to ensure equality of access, effective matching of tasks to needs and the creation of opportunities for pupils to engage in the learning processes, teachers will employ a variety of strategies:

- ☞ Provision of an integrated curriculum both inside and outside for the EYFS unit
- ☞ The continued development of close links between EYFS unit and PIPS play group, which has recently been integrated into the team.
- ☞ Links between EYFS, Key Stage 1 and Lower Key Stage 2 teachers to support transition and also between Lower Key Stage 2 and Upper Key Stage 2
- ☞ In Foundation Stage and increasingly throughout the school, teachers make good use of observations of children to determine appropriate next steps
- ☞ Discussion and questioning (open and closed as appropriate)
- ☞ Provide first hand experiences
- ☞ Teaching listening skills and learning behaviours.
- ☞ Teaching and training pupils how to work independently
- ☞ Demonstrating high expectations and setting targets
- ☞ Provide opportunities for repetition/reinforcement
- ☞ Provide encouragement, positive reinforcement and praise
- ☞ Responding to individual needs; personalised learning
- ☞ Intervening, as appropriate, in the learning process in order to encourage development
- ☞ Provide all children with opportunities for success
- ☞ Use a range of communication strategies - verbal and non-verbal; plan lessons which have visual, auditory and kinaesthetic elements - VAK
- ☞ Use of educational visits to enhance learning

Teachers will use a range of strategies in any one session.

Learning Objectives and outcomes are explained and reinforced throughout a lesson.

The class teacher will plan for opportunities to work with specific differentiated groups throughout the week to provide challenge, additional teaching and interventions as required.

Activities should show a balance in terms of individual, group and whole class work. Pupils should be given opportunities to evaluate their own learning and to reflect on their progress towards each objective or target.

Learning Processes

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These include:

- ☞ Investigation
- ☞ Experimentation
- ☞ Listening
- ☞ Observation
- ☞ Talking and discussion
- ☞ Asking questions
- ☞ Practical exploration and role play
- ☞ Retrieving information
- ☞ Imaging
- ☞ Consolidation
- ☞ Problem-solving
- ☞ Making choices and decision making

At Prees C.E. Primary School opportunities are organised to allow pupils access to these processes.

Learning Styles

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. Teachers are encouraged to use the VAK (visual, auditory, kinaesthetic) approach to teaching and learning, recognising that although some pupils may have a preferred style of learning, it is important to access learning through all the senses. We aim to develop and heighten pupils' awareness of how they learn most effectively. We also aim to ensure that pupils are aware of the next steps in their learning in order to make good progress.

Considerable time and effort is expended by staff to evaluate effective practice and to adapt teaching styles accordingly.

Effective Teaching and Learning

When monitoring a lesson the Headteacher or Co-ordinator should ask themselves the following:

Does the Teacher:

- ☞ Plan effectively and set clear objectives for the pupils with a very clear idea about what is to be learnt by groups and individuals?
- ☞ Show a good subject knowledge and understanding?
- ☞ Manage pupils well and insist on high standards of behaviour?
- ☞ Use a variety of teaching strategies to enable all pupils to learn effectively?
- ☞ Mark and assess pupil's work appropriately?
- ☞ Use time, support staff and other resources including ICT effectively?

Do the learners:

- ☞ Show interest and concentration?
- ☞ Acquire new skills in order to be able to apply them later in a problem solving situation?
- ☞ Work productively and work at a good pace?
- ☞ Understand what they are doing, how well they have done and how they can improve?
- ☞ Relate well to one another and with their teacher?
- ☞ Show respect for other people's feelings, values and beliefs?
- ☞ Show initiative and responsibility?

Parents' Role

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
- ☞ Informing school between 8 and 9 am on the first day of absence if the child is unwell
- ☞ Sharing with the teacher any problems in school that their child is experiencing
- ☞ 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 PCP 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 PE kit
- ☞ Supporting the School concerning the child's behaviour
- ☞ Supporting their child with any homework
- ☞ Responding to letters sent home from school
- ☞ 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 and visits

The School's Role

The school will reciprocate by:

- ☞ Responding to all offers of support as far as it is able
- ☞ Giving reasonable/appropriate access to teaching staff
- ☞ Respecting all information given in confidence
- ☞ Working in partnership with parents and carers to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future. This may involve outside agencies (eg LSAT)

Finally, by doing the above, we aim to ensure that:-

"Most importantly, in outstanding primary schools, there is no sense of tension between high standards and exciting learning. Children have the chance to learn in a range of different ways - but all of the learning and teaching is of a high quality, and is planned and managed so that every child is supported and challenged" (Excellence and Enjoyment, A strategy for primary schools)

We firmly believe that our teaching and learning will meet the needs of every child as identified in the Children's Act 2004

- ☞ Be healthy
- ☞ Stay safe
- ☞ Enjoy and achieve
- ☞ Make a positive contribution
- ☞ Achieve economic wellbeing

This Policy is a working document and therefore is open to change and restructuring as and when the need arises.

Yvette McDaniel October 2011

Reviewed Autumn 2014

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