

SIMMONDLEY PRIMARY SCHOOL TEACHING and LEARNING POLICY

At Simmondley Primary School, we are committed to offering the very best care and education to everyone so that they can be the best they can possibly be. We strive to do our best and be the best that we can be by following the five core principles.

Children

The needs of the children lie at the heart of all we do. We work to make sure that every child at our school is seen as an individual, has equality of opportunity and is encouraged and inspired to achieve to his / her full potential in a safe, **nurturing** environment. We listen to the children in our school and encourage them to have a strong voice within it. We actively promote the principles of the Every Child Matters Agenda.

Learning

The core purposes of our school are teaching and learning. We understand that learning is life-long and continuous so children, staff, parents / carers and governors **strive** to develop their skills, extend their knowledge and deepen their awareness of the learning process. We never stop learning.

Quality

We **value** all aspects of our school, aiming for the highest quality in all we do. The whole school environment is a reflection of this and we seek to provide quality learning with quality resources in a quality environment.

Continuous Improvement

We believe that we can always **grow** and improve so we evaluate what we do with a determination to make it even better. We know we will never be perfect but we will never stop trying to be.

Team work

We are committed to working as a team and within teams, for the good of the school. We know that we need to **motivate** each other if we are to achieve our best. We create a mutually supportive and trusting climate, using each other's strengths. We encourage the active participation of parents / carers and **value** the contributions of all who have an interest in the school including children, staff, parents / carers, governors and all external agencies. We see our school as an integral part of the local community and we work with it and for it for the benefit of all.

Our Aims (Outcomes)

The aims of the school are:

- Celebrate all success.
- Create an environment where quality teaching and learning can take place effectively.
- Develop understanding of what it means to be part of a caring community where all people are respected.
- Provide a broad curriculum to enable every child to achieve their full potential.
- Develop confident children with enquiring minds.
- Promote good citizenship.
- To see staff as learners
- Encourage an open atmosphere in which parents and the community are involved in achieving the school aims.

Objectives (Provision)

The objectives of the school are:

- To establish high expectations and a success culture
- To develop a learning community
- To establish professional debate and discussion amongst all staff
- To build leadership and management skills in all staff
- To ensure that there is a learning climate in every classroom
- To create and maintain a physical environment that promotes and reinforces the value, safety and inclusion of all individuals
- To ensure the continual involvement of the whole school community

Implementation

Research tells us that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, and musical) when planning our teaching.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We therefore incorporate Kagan Cooperative Structures in our teaching. We provide 'brain breaks' at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water.

All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:

- the teaching should build on previous learning
- it should give pupils the 'big picture' of the lesson
- the teacher should explain the learning objectives, and why the lesson is important
- the lesson should be presented in a range of styles
- it should allow opportunities for the pupils to build up their own understanding through various activities
- it should allow opportunities for the children to review what has been learnt
- it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies
- the teaching should indicate what the next step in the learning will be.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving
- research and discovery
- group work
- pair work
- independent work
- whole-class work
- asking and answering questions
- use of ICT
- fieldwork and visits to places of educational interest
- creative activities
- watching television and responding to musical or tape-recorded material
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

We will actively seek to promote the following learning behaviours in all that we do in school;

Resilience, cooperation, self control, resourcefulness, reflectiveness, independence, leadership, self reliance, perseverance, collaboration and enthusiasm.

Effective teaching and learning

When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

We set academic targets for the children in each year, and we share these targets with children and their parents/carers. We review the progress of each child at the end of the term, and set revised targets.

We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum or Primary Strategy. Our lesson plans contain information about the tasks to be set, the resources needed, and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.

Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times.

When children misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place.

We deploy our highly skilled teaching assistants as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups. Additional adult helpers also assist with the preparation and storage of classroom equipment.

Our classrooms are attractive learning environments. We change displays at least once a term, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to literacy and numeracy. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

All of our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. 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.

The role of governors

Our governors determine, support, monitor and review the school's approach to 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 used optimally to support teaching and learning
- check teaching methods in the light of health and safety regulations
- seek to ensure that our staff development and our performance management both promote good-quality teaching
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the annual headteacher's report to governors, and a review of the in-service training sessions attended by staff.

The role of parents and carers

We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning:

- by holding parents' evenings to discuss how children are settling in, expectations for the year and progress and personal targets.
- by sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school
- by sending parents and carers regular reports in which we explain the progress made by each child, and indicate how the child can improve further
- by explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:

- to ensure that their child has the best attendance record possible
- to ensure that their child is equipped for school with the correct uniform and PE kit
- to do their best to keep their child healthy and fit to attend school
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour
- to promote a positive attitude towards school and learning in general

Monitoring and review

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or earlier if necessary.

D Greaves May 2015

Reviewed by the Curriculum Committee

Signed: _____ Date: _____

This policy will be reviewed annually.

Quality First Teaching

For all children to make the right amount of progress quality first teaching must take place for all lessons. If children are not achieving at their expected level check that you are offering QFT and Wave 1 support.

Key Area	Issues to address	In place
Behaviour and motivation	Are classroom expectations clear to all children and are rules and routines consistently kept to?	
	Are there systems to motivate children to work to their potential?	
Lesson planning	Are learning objectives differentiated with identified targets for children with SEN?	
Lesson starter	Is the starter quick, purposeful and engaging to all pupils?	
Activities	Do the activities interest, excite and move the children forward?	
Whole class teaching	Do children know the objectives of the lesson and where it fits into their learning?	
	Do the children know and understand what they are going to do?	
	Is the whole class input short and well paced?	
Guided group teaching	Does the guided work build on children's knowledge and move their learning forward?	
Group/paired work	Are there systems in place for children to support one another?	
	Are there opportunities for purposeful speaking and listening?	
	Do the tasks support collaborative work?	
Independent work	Do children have relevant personal resources to support their learning? E.g. HFW charts, number lines.	
	Is work differentiated to the level of each child and is sufficient time given to complete it during the lesson?	
	Are there appropriate extension activities to challenge the more able?	
SEAL	Is there a positive and supportive atmosphere in the classroom where children can trust adults and each other?	
	Do children feel safe to take risks in their learning?	
	Do children recognise and celebrate their own achievements and those of others?	
Learning styles	Are VAK strategies used?	
	Are you using each child's individual learning styles?	
Questioning	Are the questions differentiated and open-ended?	
Classroom Environment	Can the children see you and can you see them?	
	Do they have sufficient room and are they comfortable?	
TAs involvement	Does the TA have sufficient knowledge of the learning objectives and their role to support learning?	
Assessment	Are there opportunities for peer and self assessment?	
Plenary	Does the lesson end positively with a sense of achievement?	

Good Practice Guidance Notes

Good teaching and learning can be evidenced in planning, lesson observations and book scrutinies. Please read these guidance notes and make sure the evidence is clear in your practice.

Planning

This MUST be evident

- 1. Explicit learning objectives identifying skills to be taught linked to final unit outcome*
- 2. "I can" statements from the learning objectives*
- 3. Link between Assess and Review sheets and planning – The actions that you raised from the previous week's sheet need to be covered during the following week's lessons. These can be as a quick 10 minute starter, during the plenary or in the main content of the lesson.*
- 4. Identify those children making insufficient progress. They can be highlighted on the weekly plan with a reference to the learning objective given on the sheets e.g. "Billy - extend ideas in sentences". These children are likely to appear more often in the guided group work*
- 5. Clear explicit teaching strategies for the guided groups*
- 6. Explicit planning for T.A.s*
- 7. Differentiated tasks for A, BA, and AA so children are working to their potential*
- 8. Appropriate work for SEN which link to IEPs*
- 9. Additional challenge for children who are capable of doing more*

Lesson Observation

This MUST be evident

- 1. Learning objectives made clear to pupils*
- 2. All pupils clear about expectations of how to work and how to behave*
- 3. A clear link to previous learning*
- 4. Pace*
- 5. Differentiation by task as well as outcome*
- 6. More able pupils challenged*
- 7. Support given to less able pupils*
- 8. SEN children with work matched to their ability*
- 9. All pupils make progress (an outstanding lesson is where all pupils make the right amount of progress)*
- 10. Opportunities for speaking and listening*
- 11. Opportunities for independent work*

