

Burton Salmon Community Primary School

We aim to provide a rich, stimulating and enjoyable curriculum where children and adults work together in a happy, secure and caring environment in which each individual is respected and valued and all their achievements celebrated

TEACHING AND LEARNING POLICY

Our Mission Statement is:

“The aim of our school is to create a happy, secure and stimulating learning environment in which all people feel valued. We aim to encourage each individual to work hard and make a positive contribution to the life of the school and community and to develop to their full potential. We believe this will give the children an excellent foundation for future life.”

Our aims are:

to help young people...

- to enjoy learning and to become independent, self-disciplined and self-motivated and achieve the highest standards of which they are personally capable
- develop lively, enquiring, imaginative and creative minds, the confidence to question and the ability to debate rationally
- acquire knowledge, skills and training relevant to their own lives and to promote healthy lifestyles leading to adult life and employment
- develop and act on a personal set of well-founded moral values, beliefs and attitudes, to recognise and value a sense of right and wrong and to understand the society in which they live and recognise their obligation towards it
- develop a concern for the quality of their immediate environment and an understanding of the world in which they live and work and the interdependence of individuals, groups and nations
- Gain an understanding and respect for religious and moral values and an appreciation and tolerance of other groups, races, religions, ways of life and points of view

We acknowledge that people learn in many different ways. We take into account these different forms when planning teaching and learning styles.

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

• investigation and problem solving;	• whole class work;	• watching television and responding to musical or tape recorded material;
• research and finding out;	• questioning;	• debates, role plays and oral presentations;
• group work;	• use of the computer;	• designing and making things;
• pair work;	• fieldwork and visits to places of educational interest;	• participation in physical activity;
• independent work;	• creative activities;	• reflecting on what has been learned

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Self review and peer review strategies are used, as well as planned plenary at the end of lessons to review the key learning objectives and to assess the level of understanding.

The Learning Environment is organised to ensure that children have the opportunity to:

- make decisions;
- work co-operatively;
- be creative;
- discuss their ideas;
- develop social skills;
- develop independence;
- use initiative;
- receive support;
- achieve;

Learning takes place in an environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised;
- is well resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities;
- provides a working atmosphere;
- encourages children to take pride in their achievement and develop a desire to succeed.

Children are encouraged to develop organisational skills and independence through:

- appropriate tasks;
- confidence building;
- example;
- co-operation;
- provision of suitable opportunities;
- responsibilities.

EFFECTIVE TEACHING

When teaching, we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We believe children should have access to a creative and personalised curriculum.

They learn most effectively when the teacher provides:

<ul style="list-style-type: none"> • thorough preparation; 	<ul style="list-style-type: none"> • an atmosphere where children are prepared to take risks; 	<ul style="list-style-type: none"> • lessons where children’s previous learning and interests are built upon, through purposeful application of knowledge to different situations;
<ul style="list-style-type: none"> • shared learning objectives which are understood by the pupils; 	<ul style="list-style-type: none"> • innovative teaching; 	<ul style="list-style-type: none"> • opportunities to review and reflect on the learning;
<ul style="list-style-type: none"> • clear expectations of what pupils are expected to achieve by the end of the session; 	<ul style="list-style-type: none"> • appropriate pace to the lesson; 	<ul style="list-style-type: none"> • thinking time before answering questions
<ul style="list-style-type: none"> • open-ended, thought provoking, challenging questions of the children; 	<ul style="list-style-type: none"> • lessons where children’s understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference; 	<ul style="list-style-type: none"> • developmental feedback and constructive criticism of pupil’s work;
<ul style="list-style-type: none"> • support for the learning of pupils with differing abilities; 	<ul style="list-style-type: none"> • a planned programme of educational visits to reinforce and stimulate learning; 	

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their knowledge and skills. 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 (SEN) we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at Burton Salmon School should be of the highest possible standard.

All teachers try hard to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. If necessary, we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

Teaching Assistants and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups. Teaching Assistants are also fully involved in the delivery of support programmes. Our teaching assistants also assist with the preparation and storage of classroom equipment.

All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support teachers in developing their skills, so that they can continually improve their practice.

DISPLAY

The school believes that the purpose of display is to support pupil's learning. This may be achieved in a variety of ways:

Engaging pupils in learning – ownership by the pupils

E.g: Interactive display

Enabling learning to take place

E.g:

- Punctuation pyramids
- Word lists

Strategies for independent learning:

E.g: Maths mats

Celebrating success

E.g:

- Displaying good work
- Photograph albums

Raising expectations

E.g:

- Setting targets
- Agreed class rules
- Aims/vision

Clarifying routines

E.g: Access to resources

Inclusive Classrooms

E.g:

- Multi-cultural content (not only relating to RE)
- Gender role models
- Named work by all pupils
- Pupil ownership

TARGET SETTING

Individual targets in English, Maths and a social target are set twice yearly. These are written in discussion with the pupils. Targets are kept in school and a copy sent home. Numerical targets are mapped in English and Maths for Y1-Y6 and are linked to our tracking system.

PLANNING

Long Term Planning

Long term planning follows a 4-year rolling programme to allow for mixed year groups. Numeracy is taught as a discrete subject to ensure progression. Literacy follows a two year North Yorkshire plan.

Medium term planning

Medium Term planning consists of the following:

- 1) Planning to show weekly coverage throughout the topic
- 2) Spider diagrams
- 3) Mind map with pupils

Medium term planning is handed into the Headteacher at the beginning of each term.

Short term planning

The format is left to the individual teacher's discretion. It must be available in the classroom. It must show appropriate differentiation.

ASSESSMENT FOR LEARNING

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success. It should be an integral part of each lesson.

Assessment for learning

• Is part of effective planning	• Affects learner motivation
• Focuses on how students learn	• Promotes commitment to learning objectives and assessment criteria
• Is central to classroom practice	• Helps learners know how to improve
• Is a key professional skill	• Encourages self-assessment
• Has an emotional impact by promoting self-esteem	• Recognises progress from child's previous best

We use these strategies to link assessment to better teaching and learning:

• Evaluation of one week's planning informs next week's plan	• APP used for writing
• Use of data from formal assessment to inform planning and groupings	• Assessment tasks, e.g. writing, numeracy, science: results used to inform future planning

ROLE OF GOVERNORS

Our governors determine, support, monitor and review the school's policies on teaching and learning. In particular they:

• Support the use of appropriate teaching strategies by allocating resources effectively;	• Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
• Ensure that the school buildings and premises are effective in supporting successful teaching and learning;	• Ensure that staff development and performance management policies promote good quality teaching;
• Monitor teaching strategies in the light of health and safety regulations	• Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the headteacher's reports to governors and the work of the curriculum and school improvement committees.

ROLE OF PARENTS

We believe that parents have a fundamental role to play in helping their children to learn. Effective links between the school and the child's home promote aspiration and high expectations. We work hard to inform and support parents in how they can help further their children's learning and confidence at school. Parents' consultation meetings with teachers are held each term to discuss progress and strategies for further improvement.

The school sends information to parents/carers in a weekly newsletter. Information about homework expectations is sent at the beginning of the year.

Parents receive a detailed school report in the Summer term. This outlines the child's achievements during the year. Parents may discuss any concerns they have with teachers.

Parents are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress and they miss important work and may fall behind.

Many parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of all ages.

BEHAVIOUR

All school staff should follow the Behaviour Policy of the school and have high expectations. All pupils are expected to follow school rules.

MONITORING AND EVALUATING

Teaching and Learning will be evaluated through:

- planning
- assessment records
- classroom observation
- data analysis
- work scrutiny
- pupil interviews
- staff interviews
- parent consultations

Subject Leaders

Subject leaders play a large part in the evaluation of teaching and learning. They have a variety of roles (see subject leader files). They:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- monitor and evaluate progress in their subjects and advise the Head teacher and Governors on action needed;
- organise and purchase central resources for their subjects within the budget and priorities identified in the School Development Plan;
- are expected to keep up to date through reading and attending relevant courses;
- support colleagues by advising on planning, resources and developments in their subject area.

Observations of teaching and learning are also carried out by the Head teacher on a regular basis.

Feedback to pupils

Feedback to pupils about their own progress is achieved through the marking of work. Effective Marking:

- aims to help pupils develop. Our teachers aim to use positive comments;
- identifies errors in pupils' work and provides constructive advice for improvement;

- is often done in the presence of the pupil and includes discussing the work;
- is carried out promptly and provides feedback that results in action;
- is consistent within key stages, and carried out with discretion so that a child can assimilate a limited number of corrections at one time--this will vary according to the age and ability of the pupil.

Formative assessment

This is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:

- discussion between the pupil and teacher, either individually or in small groups, perhaps in the context of a practical task;
- use of short teacher devised tests relevant to the unit of work being studied;
- individual assignments;
- marking and monitoring of class work;
- teacher observation of the pupil particularly during practical tasks;
- Questioning

Cross Phase continuity

This is ensured by:

- links with the pre-school groups;
- visits to school by the children;
- Class visits
- home visits
- links with the secondary schools which we feed;
- visits to secondary schools by year 6 pupils
- transfer of pupil's Records of Achievement and Summative Assessment results;
- discussions between teachers both within the school and between the year 6 teacher and the secondary schools.

Evaluating our effectiveness

The above criteria form the basis for evaluating the effectiveness of teaching and learning in the school. We recognize that teaching should always be evaluated in terms of its impact on pupils' learning and what makes it successful, and that learning should only be evaluated as effective when it secures good progress for all pupils.

(Signature)_____ (Head Teacher) _____(Date)

(Signature)_____ (Chair of Governors) _____(Date)