

Broadacre Primary School



Teaching and Learning Policy

Spring 2012

Introduction

At Broadacre Primary School we believe in the concept of life long learning and the idea that both adults and children learn new things everyday. This philosophy underpins our work, particularly with regard to our activities with pupils, but also with regard to our training and professional development of staff. We believe that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we hope to equip children with the skills, knowledge and understanding necessary to make informed choices about the important things in their lives.

Effective learning is dependent upon effective teaching. This policy seeks to ensure that the practice of excellent teaching and learning is consistent throughout the school. The implementation of this policy by all staff is necessary to maximise learning opportunities for all pupils.

Aims

This policy seeks to improve the quality of teaching and learning within the school and to ensure that a consistent approach is fully implemented.

- To enable all pupils to fulfil their educational potential by helping them develop a love of learning.
- To enable children to become confident, resourceful, enquiring and independent lifelong learners.
- To foster children's self-esteem and help them build positive relationships with other people.
- To develop children as future citizens making a positive contribution to society.
- To challenge children with the joy of discovery, problem solving activities and creativity.
- To provide a broad, balanced and differentiated curriculum that is fully inclusive and meets the needs of all learners ensuring equality of opportunity in relation to gender, race, class, special needs and belief.
- To teach a motivational and creative curriculum, that provides opportunities for pupils to learn both in and out of school.
- To provide excellent teaching in all lessons, leading to an enjoyment of learning by engaged and enthusiastic learners.

Effective Teaching in our School:

We believe that the atmosphere and ethos of our school play a large part in the effectiveness of the teaching and learning that takes place within it.

Effective teaching is characterised by:

- Strong classroom management that is clear to the children and promotes independent learning.
- Strong teacher subject knowledge and high expectations of pupil attainment and achievement.
- Clear and specific learning objectives on short term plans.
- The use of success criteria that are shared with and created by the children as appropriate and are used to assess the quality of pupils' work, both by staff and pupils/peers.

- Lessons that are stimulating and engaging with a prompt start and good pace.
- Effective deployment of adults to work with specific groups of children
- The modelling and use of subject specific vocabulary.
- Teachers who know their pupils well and use differentiation to meet the needs of all learners.
- Use of talk project strategies, such as ITT, AB talk and hot seating
- The use of different teaching styles and activities to cater for the different learning styles of pupils.
- Children's targets are appropriate, clear to children and are addressed regularly. Assessment of outcomes against the targets is carried out on an ongoing basis by staff and pupils alike.
- Incorporating opportunities for independent learning, such as research and the use of ICT.
- Making cross curricular links and providing opportunities for pupils to use the skills they have learnt in one subject in other areas of the curriculum.
- Good classroom relationships and mutual respect between adults and pupils within the school, where children are encouraged to actively participate in lessons and there is no fear of failure. Behaviour is managed within the guidelines of the school's behaviour policy.
- Having good quality resources in adequate quantities that are readily accessible to pupils in order to promote independent learning.
- Assessment for learning when children work together or individually to assess how well they have done in achieving the learning object for the lesson.
- The use of assessment to inform future planning.
- Guided groups in reading, writing and maths to address specific learning gaps or to extend pupils' learning so that all pupils can meet their potential.

Effective teachers share common qualities. They are flexible, inspirational, co-operative, respectful, enthusiastic, approachable, honest, good communicators, risk takers and are outstanding role models.

Effective Learning in our School:

We believe that learning is a never ending process that involves social interaction and is influenced by previous knowledge and experiences. People have different learning styles – visual, auditory and kinaesthetic (VAK), and through our implementation of a “Thematic curriculum” we address these preferred learning styles.

Effective learning is characterised by:

- The engagement of all pupils with learning so that they have high aspirations and expectations of themselves.
- The recognition of the different learning needs of children.
- Children's growing confidence in themselves as learners.
- Opportunities for pupils to use and apply basic skills.
- Independent learning with children taking an active role in planning what they would like to learn and find out and in assessing their success in fulfilling the task and identifying how to improve.

- A safe and happy learning environment where children are rewarded and praised for their efforts and feel confident to try their best.
- Investigation and problem solving.
- Research and finding out.
- Use of ICT.
- Fieldwork and visits to places of educational interest.
- A constant focus on speaking and listening and co-operative learning through talk and the acquisition of social skills.
- Children making progress at least in line with national expectations.
- Improving attainment of all groups of pupils.
- Support from parents and families and governors.
- Fun and excitement.

The Learning Environment

We believe that our children learn best when they are taught in an environment where they feel happy, secure and safe. We seek to create a classroom atmosphere that is orderly and purposeful. We believe that a stimulating environment creates a climate which inspires high quality learning. Children learn best when:

- They are happy and secure.
- They have self-confidence and self-esteem.
- Being stuck is not seen as a failure.
- They are actively involved and can use working walls to support their learning.
- There are positive links between school, home and the community.
- Achievement is celebrated.
- When expectations of behaviour, respect and tolerance are consistently applied. School and class rules and rewards and sanctions are known by all.
- Resources are readily available.
- Work is reviewed, revised and improved
- They understand where their work fits into the bigger picture.

Each classroom will have working walls for literacy, numeracy and science that are interactive and language rich.

- Working walls are not celebrations of children's work. They are a working tool. Children need to be trained to use them. Their benefits need to be explained and modelled. They need to contain things which are helpful. They need to be updated regularly, when ever the topic changes.
- They should include as a minimum:

What is the current topic?

Learning objectives for the current topic; WALT

Curricular targets

List of vocabulary

Success Criteria; WILF

Examples of text type/how to set work out, children's own work

Interaction: spelling patterns/word lists

Questions/problems

Examples of working out

Effective Use of Resources

- All classrooms will have resources of sufficient quality, quantity and variety in order to provide maximum support to learning.
- Resources should be clearly labelled and accessible to children to promote the skills of independent learning.
- The most effective resources are adult support and, when planning, teachers need to think carefully about the deployment of themselves and support staff.

Organisation

- The school has a long term plan showing the programme of learning for all classes. Years five and six, and three and four work together. Years one and two work separately. The Foundation Stage Curriculum is based on the six areas of learning.
- Units of work for subjects are linked together under topics which last for a full term. Some subjects may not fall under these umbrella headings and are therefore taught as stand alone units.
- Medium term plans are written to allow units of work to be blocked.
- What is to be taught each week is identified on a pace and sequence sheet for each class.
- Literacy and numeracy are taught daily.
- The short term plans for years 1 – 6 are written on an agreed format. Foundation Stage planning uses a different format which reflects the needs of the curriculum.

The Teacher as Leader and Presenter

- Teachers should demonstrate personal attributes, technical competencies and subject knowledge that will promote pupils' learning in an atmosphere of respect and confidence.
- If something unusual or dramatic is used in lessons it will have greater impact on pupils' learning. Visits and speakers are actively encouraged to stimulate and reinforce the learning experience.
- Teachers must ensure that pupils are required to learn in a variety of ways; such as talk strategies, mind mapping, investigations and practical activities.
- Teachers will plan for children to work in a variety of groupings to ensure independent and co-operative working opportunities; such as similar and mixed ability, friendship, vertical groups and with a response partner.
- The teacher will constantly raise the intellectual level of discussions by modelling expected standards of verbal language and subject vocabulary, using a range of differentiated questioning and by designing tasks that require children to transfer knowledge and skills from one situation to another. Teachers must have the confidence to change and adapt lessons in response to pupils' needs.

- The use of praise and rewards is vital if children are to gain confidence and believe they are successful learners.
- There needs to be a well developed sense of priorities and high expectations that work will be of a high standard and completed on time through the brisk pace of lessons, effective planning and preparation, good use of adult support, children's awareness of their targets and lesson objectives and effective use of assessment strategies to move children's learning on.

Continuous Professional Development

At Broadacre Primary School we have a commitment to CPD for the following reasons:

- We believe that high standards in teaching and learning depend upon relevant, focussed and effective professional development opportunities for teachers and all staff.
- Becoming and remaining a good teacher, keeping knowledge of curriculum subjects up to date and being able to make the most of new technologies all require continuous professional development.
- Teachers who are involved in, and have enthusiasm for, lifelong learning themselves are excellent role models to pupils.
- A commitment to the development of staff members leads to greater self-esteem, self-confidence and enthusiasm, better quality teaching and a substantially greater capacity in the school as a whole for continuous self-improvement.

We work as a team to enable all staff to achieve their potential and develop their skills. In doing this we recognise and value the different roles and responsibilities held by members of staff and the contributions they make to the learning of others. We aim to draw upon the expertise and talents of each other to provide the best possible curriculum provision for the children in our care. Time is given to ensure that all adults involved with pupils can meet to communicate, evaluating the success of teaching and learning in the different phases across school. By involving all members of staff in the process of school development planning, we ensure that the whole school team is aware of policies being implemented and decisions being made and can enable these to be applied consistently across school.

The Role of the Headteacher

It is the responsibility of the Headteacher to facilitate good teaching and learning. In order to achieve this, she must,

- Have a clear vision of what good teaching and learning looks like.
- Be inspirational.
- Monitor, advise and support.
- Be at the heart of the ethos of the school.
- Celebrate all achievements and challenge where necessary.
- Assist staff with their professional development.
- Provide staff with the resources they need to carry out the job.

The Role of the Governors

The Governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the staff by allocating resources effectively.
- Ensure that the school building and premises are best used to support successful teaching and learning and that they conform to health and safety regulations.
- Monitor, through the Standards Committee, how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the school through the school self-review process.

The Role of Parents

We believe that children learn best when there are positive links between the school, home and community and that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning and we show we value their contribution to school life by:

- Holding parents' meetings and presentations to explain our school strategies for teaching Literacy and Numeracy, including ways in which parents can support their children in improving their skills at home. We also hold meetings for parents of Y2 and Y6 children to explain the process of SATs.
- Holding parents' evenings throughout the year to enable parents to meet with class teachers on an individual basis and discuss pupil progress and attainment;
- Sending information home in the form of termly letters and newsletters, outlining the topics the children are studying that term at school and forthcoming events.
- Sending formal reports home to parents in which we explain the progress made by each child and indicate how they can improve further.
- Being welcoming and approachable to parents and visitors in school.
- Encouraging parents to be involved by help in school by hearing readers and working with teachers on a voluntary basis or by working together on learning logs.
- Asking parents' views on a range of aspects of school life through questionnaires and surveys during parents' evenings and celebration events.
- Inviting parents and members of the community to events, celebrations, performances, class assemblies and activities.
- Developing links with other schools and local organisations to broaden the curriculum provision for our children.

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

- Ensure that their child has the best possible attendance record;
- Not take family holidays during term time.
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Encourage and help children to complete their learning logs
- Do their best to keep their child healthy and fit to attend school and ensure children go to sleep at a reasonable time.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.

Monitoring

The internal scrutiny of the teaching and learning within the school is undertaken by the Headteacher, Deputy Headteacher and subject managers. It will take the following forms:

- Lessons observations.
- Book scrutinies.
- Moderation of pupils' work.
- Marking scrutinies.
- Conversations and questionnaires with pupils.
- Monitoring of medium and short term planning.
- Data on pupil progress.

Information gathered from these sources will inform the school's evaluation of how well it is doing and will lead to termly progress meetings with all teachers and may influence performance management targets.

Relevant Policies

This policy must be read in conjunction with the following policies:

- Monitoring and Evaluation
- Presentation, Marking and Feedback
- Assessment, Recording and Reporting
- SEN
- Inclusion
- The Way Forward to Good Behaviour

Policy Review

All teachers are responsible for the implementation of this policy and have been involved in its creation.

The person responsible for the overseeing of this policy is the Headteacher, Mrs Staines.

It has been approved by the Governing Body in Spring Term 2012.

The policy will be reviewed in Spring 2014.