



Summerseat Methodist Primary School

Policy for Teaching & Learning

The Governing Body adopted this policy on Friday 15th March 2013

Introduction

At Summerseat Methodist Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people - both peers and adults;
- develop children's self-respect and encourage children to respect the ideas, attitudes values and feelings of others;
- show respect for all cultures and in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- Help children grow into reliable, independent and positive citizens;
- encourage children to take a pride in their work and the work of others;

Effective Teaching and Learning

Effective learning takes place when work is planned effectively

In order to achieve this:

- Teachers set challenging teaching and learning objectives which are relevant to all pupils in their classes. These are based on knowledge of pupils' past and current achievement and the expected standards for pupils of the relevant age range.
- Teachers use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning. They take account of and support pupils' varying needs so all pupils can make good progress.

- Teachers select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate.
- Teachers provide opportunities for a variety of learning experiences that cater for the learning styles of all pupils.
- Teachers plan for the deployment of additional adults who support pupils' learning.
- Teachers plan collaboratively with colleagues in their team sharing ideas and good practice freely.
- Teachers plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.

Children say they learn best when:

- *It is quiet*
- *They feel confident*
- *They are not distracted by their friends*
- *They make a mistake and learn from it*
- *They have work that challenges them*
- *They are praised for doing something well*
- *They listen to what others have to say and are not interrupted when they speak*

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways:

These include:

- Investigation and problem solving;
- Research and finding out;
- 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 media, responding to musical and tape-recorded material;
- Designing and making things;
- Participation in athletic or physical activity;
- after school clubs;
- Guest visitors and performers.
- and allowing them to access relevant resources.

Effective learning takes place when a good partnership is set up between home and school

- Homework is set according to the school's policy and in line with Government guidelines for that particular year group.
- Reading books are changed as often as possible and the teacher is aware of the level and suitability of books being read.
- Teachers respond promptly to requests from parents to resolve any issues.
- Teachers contact parents promptly if there are any issues with the child's learning or behaviour.
- Teachers monitor the completion and quality of homework and contact parents promptly if this is not taking place.
- Teachers ensure homework is always marked.
- Teachers convey their expectations clearly to parents, through the welcome booklets and termly parents' meeting.

Effective teaching takes place where teachers teach effectively and have good class management skills

- Teachers have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.
- Teachers teach clearly structured lessons or sequences of work which interest and motivate pupils and which:
 - start with a clear learning objective (WALT - We Are Learning To) understood by all pupils
 - has a defined set of criteria for success (WILF - What I am Looking For)
 - employ interactive teaching methods and collaborative group work
 - promotes active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.
- Teachers differentiate their teaching to meet the needs of pupils, including the more able and those with additional educational needs. They take account of the varying interests, experiences and achievements of all pupils.
- Teachers explain work in a way that children can understand, and check that this is happening.
- Teachers ensure that children are given long enough to complete work, and have opportunities for working for sustained periods of time, appropriate to their age.
- Teachers set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively, and promote self-control and independence.
- Teachers organise and manage teaching and learning time effectively.
- Teachers use ICT effectively in their teaching.
- Teachers secure a standard of behaviour that enables pupils to learn, and act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school.

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can 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.

The Learning and Teaching Policy has been formulated to provide a basis for staff to evaluate the quality of learning and teaching in their classroom and across the school.

Teachers use Pupil Progress Meetings to monitor each child's and cohort'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 learning and teaching as appropriate for children with disabilities. 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.

In Reception, teachers work from the Foundation Stage, Early Learning Goals.

In years one to six, teachers keep ongoing records in core subjects to plan for future teaching to ensure that each child is working at the correct level. This helps us to monitor the children's progress throughout the year.

Our lesson plans are based on an agreed format used throughout the school.

We strive to make sure our classrooms are attractive learning environments. We change displays at least once a term, to ensure 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 children have access to a range of fiction and non-fiction books in school, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality work by the children. Our working walls are used to revisit previous learning.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly in line with the school development plan. 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. This process is linked with the OFSTED criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across school. When evaluating teaching and learning in school, we have agreed to consider:

- classroom observation / environment.
- sampling pupils' work.
- sharing pupils' work with colleagues
- displaying work throughout school and discussing quality.

- internal moderation of pupils' work.
- discussion with pupils'.

Effective teaching takes place when teachers accurately monitor and assess pupil progress

- Teachers make appropriate use of a range of ongoing monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching.
- Teachers monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.
- Teachers are able to assess pupils' progress accurately using, as relevant, the early learning goals, National Curriculum level descriptions, or objectives from the national strategies. They seek guidance from more experienced staff or subject leaders where appropriate.
- Teachers ensure that assessments take place in line with the school's assessment timetables and that deadlines for submitting results are adhered to.
- Teachers identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They seek guidance from more experienced staff or subject leaders where appropriate.
- Teachers record pupils' progress and achievements half termly to provide evidence of the range of their work, progress and attainment over time. Pupil Progress meetings are used to help pupils review their own progress and to inform planning. Where appropriate, school data formats (electronic and paper-based) are used consistently.
- Teachers are able to use records as a basis for reporting on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils.

Effective teaching takes place in a stimulating, imaginative and informative learning environment

- Teachers organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.
- All resources are clearly labeled and accessible to children.
- Resources are appropriate to the age of the children.
- Classrooms have an appropriate range of displays e.g.
 - Celebration of children's work;
 - Working walls
 - Information displays to support children in their learning or stimulate their ideas.

- All classrooms will have a reading area with a range of books displayed in an attractive way.
- All classrooms will have a clearly identified area for mathematics resources.
- Classrooms are kept tidy with children taking responsibility for their own trays and desks and shared areas of the room.
- Teachers will model the expectations for organisation by maintaining a high standard of tidiness with their own possessions and working areas.

*Please refer to the school Learning Environment Policy for further information

Effective teaching takes place when teachers are organised and prepared

- Teachers meet children punctually, and greet them at the start of the day and at the end of break and lunch times.
- Teachers have planning for the week prepared for the start of Monday morning.
- Resources needed for the lesson are prepared in advance of the start of the lesson.
- Resources prepared for children are of good quality.
- Teachers have effective time management skills and ask for support if needed.

Effective teaching takes place when teachers establish positive relationships with pupils and other adults

- Teachers greet their pupils at the start of the day.
- Teachers always listen to children, although this may not always happen immediately.
- Positive encouragement is given to pupils at all times.
- Teachers meet agreed deadlines without having to be reminded.

Effective teaching takes place when teachers establish clear routines with the children

- A timetable of the week is displayed in the classroom, using pictures if necessary for younger children.
- Children are made aware of expectations with regard setting out of work and these are enforced.
- Children are aware of procedures to enable reading books to be changed quickly and efficiently.
- Teachers ensure homework procedures are clearly explained to the pupils and followed.

Effective teaching takes place when teachers have high expectations of all pupils

- Teachers have high expectations of all children regardless of ability and do not accept work that is poorly completed or presented. Children are made aware of these expectations.
- Teachers work with their class to set out expectations in terms of behaviour, by discussing and reinforcing the six school rules.
- Teachers demonstrate and promote these expectations by their own attitude and behaviour.

- High standards are set when work is modelled to the children e.g. in terms of handwriting, spelling and presentation generally.

Effective teaching takes place when the work given to children stimulates them, and the children enjoy their learning

- Teachers show enthusiasm for what they are teaching and convey a positive message about the value of learning.
- Teachers find out what the children already know as a starting point for work, and build on this.
- Planning takes place within the framework of the school's medium term plans, which are amended to suit the particular needs of that class.
- Planning is aimed at providing a range of activities throughout the week and at accommodating different learning styles.
- Planning demonstrates that work is differentiated for different ability groups within the class.
- Each lesson is planned with a clear learning objective.
- Teachers evaluate the effectiveness of lessons and amend future lessons accordingly.

Effective teaching takes place when teachers have secure subject knowledge

- Teachers have a secure knowledge and understanding of the subjects they are trained to teach.
- For the Foundation Stage, teachers know and understand the aims, principles, six areas of learning and early learning goals.
- For Key Stage 1 and/or 2, teachers know and understand the curriculum for each of the National Curriculum core subjects, and the frameworks, methods and expectations set out in the National Literacy and Numeracy Strategies. They have sufficient understanding of a range of work across the foundation subjects to be able to teach them in the age range for which they are trained, with advice from more experienced colleagues where necessary.
- Teachers ensure that they are aware of expectations, typical curricular and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach.
- Teachers ensure that they keep up to date with their subject knowledge.
- Teachers show a commitment to their professional development by (i) identifying areas in which they need to improve their professional knowledge, understanding and practice in order to teach more effectively in their current post, and (ii) with support, taking steps to address these needs.
- Teachers join in with professional discussions set up through staff meetings or training days.
- Teachers know how to use ICT effectively, both to teach their subject and to support their wider professional role.

Effective teaching takes place when teachers work effectively with children who have additional educational needs

- Teachers understand their responsibilities for children with additional educational needs set out under the *SEN Code of Practice*, and know how to seek advice from specialists on less common types of additional educational needs.
- Teachers complete and review IEP's every term in consultation with the child, Teaching Assistant, and then discuss these with parents.
- Teachers ensure that targets set on the IEP are worked towards and that children make progress against these targets.
- Teachers identify any children who are gifted and talented within their class. They ensure that these children are on the school's Gifted and Talented register and that steps are taken to address their needs, if appropriate, in school.

Outstanding learning takes place when effective teaching is consistent.

Outstanding learners are pupils that:

- Acquire knowledge and develop understanding
- Are able to use and add to prior learning
- Demonstrate excellent concentration and are rarely off task, even when working with peers without direction from an adult.
- Have developed resilience when tackling challenging activities
- Know what they have to do to achieve and how to do it
- Self-assess against objectives and learn from each other
- Know their targets and are aware of future learning
- Make better than expected progress
- Maintain interest
- Participate in all activities
- Have effective relationships with peers and adults
- Use resources to support (do not hinder) their learning
- Create a purposeful atmosphere
- Use opportunities to take risks - think out of the "box"
- Do not disrupt lessons
- Use the Learning Environment
- Refer to targets and ask questions
- Use appropriate vocabulary and understand it
- Can verbalise what they have learnt

PLANNING:

Purpose of planning

Planning should promote a broad and balanced curriculum which promotes

creativity and excellence and enjoyment.

Planning should detail what is to be taught over a period of time and should reflect the needs and different abilities of pupils throughout the school, and be based on their previous learning.

Relevant and appropriate cross curricular links should be made wherever possible.

Planning allows for effective use of resources.

All staff should follow the agreed planning formats to ensure consistency of approach across the school and ensure continuity and progression for all pupils. Planning should indicate initial learning objectives to be taught but it should always remain a working document and be amended in the light of new information.

Planning documents provide evidence necessary to monitor learning and teaching throughout the school.

Planning ensures pupils follow their curriculum in the absence of their teacher.

Planning ensures teachers and support staff have the necessary time and knowledge to prepare lessons and any resources needed.

Planning should address class and whole school targets and when this is the case, it should be made explicit.

Who is it for?

Primarily planning is for the teacher who created it.

Support staff also need access to plans to enable them to fulfill their duties effectively.

Supply teachers or others going into a class to teach should be able to follow medium term and weekly planning in the absence of the normal teacher. The Headteacher and Deputy Head will need to monitor teaching and learning through the planning documents.

External agencies (OFSTED, LEA inspectors, etc) may also expect to use teachers' planning to look at coverage, pace, differentiation, etc.

The planning structure of the school:

We have three levels of curriculum planning at Summerseat Methodist Primary School- yearly, medium term and short term (weekly).

Yearly

Due to mixed-aged classes, each year group will follow a yearly overview of termly topics which are based on a two yearly cycle. The curriculum will be focused on the skills identified in the National Curriculum, QCA guidance, EYFS.

Literacy and Numeracy plans identify a yearly focus.

The Early Years is based on the 6 areas of learning: Communication, Language and Literacy Development (CLLD); Problem Solving, Reasoning and Numeracy (PSRN); Personal, Social and Emotional Development (PSED); Physical Development (PD); Creative Development (CD) knowledge and understanding of the world (KUW)

Short term (Weekly):

The intention of the weekly plan is to ensure effective day to day teaching where formative assessment can be seen to inform future teaching. Plans are to be annotated daily to inform next steps for learning.

Learning objectives, contexts (if appropriate), success criteria, activities, differentiation and (if appropriate) will be identified. WILF's (What I am Looking For) will be used as success criteria when marking.

It might indicate teaching approaches to be used e.g. talking partners, group work, individual work, investigative etc.

It might include an assessment activity or some evaluation of learning undertaken.

It should include opportunities for pupils to act upon teacher comments to improve work.

At present weekly planning consists of Literacy and Numeracy plans. Medium term plans for curriculum areas are detailed sufficiently to meet short term needs as long as they are annotated effectively to indicate learning of all pupils.

Weekly plans need to be evaluated and findings used to inform future planning. These evaluations take the form of annotations.

Early years Planning

Long Term plans are based on broad child-friendly themes on a 2 year cycle. However they are flexible and change according to pupils' interests. Possible learning opportunities in the zoned areas of the FS environment are identified in a separate plan. However children may choose to use resources, equipment, etc. in their own way (child-initiated).

Medium Term plans for Letters & Sounds and Number and Pattern are used to inform weekly planning. Skills for Early Learning Goals are identified in medium term plans.

Weekly plans outline activities to be used in the Continuous Provision.

Monitoring

Every teacher will have his/her planning file in school at all times.

It will be readily accessible to the Headteacher during the week for monitoring purposes.

Teachers on PPA may take their planning files during PPA time.

In the case of absence on Mondays, teachers will email a copy of their weekly plans to the headteacher or the school administrator.

Role of the Head Teacher and Governing Body

The Head Teacher and the Governing Body should:

- support the use of appropriate teaching strategies by allocating resources effectively.
- ensure that the school buildings and premises are best used to support successful teaching and learning.
- monitor teaching strategies in the light of health and safety regulations.
- monitor 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.

Role of the Parents/Guardians

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

- holding parents' evenings to discuss children's progress.
- sharing children's targets from Pupil Progress meetings
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can be improved further.
- explaining to parents how they can support their children with homework.

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

We believe parents should:

- ensure that their child has the best attendance record possible.
- ensure that their child is equipped for school for partaking in activities.
- do their best to keep their child healthy and fit to attend school.
- 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.
- fulfil the requirements set out in the home/school agreement.

Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Review

The Head Teacher and staff will review this policy during Autumn term 2013. Any suggested amendments will be presented to the Governing Body.

Mr S Ollis/ Mrs A Walsh
November 2012