

Westvale Primary School

Policy for Teaching & Learning



Westvale Primary School Teaching and Learning Policy

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RATIONALE

In this school every child has an entitlement to benefit from teaching of the highest quality. This policy sets out the criteria that will be the expected standards for all our teaching. Teachers will be given the professional responsibility to ensure that their teaching meets this standard. The Headteacher, Senior Leadership Team and other key members of staff will monitor teaching to see that this high standard is met. This policy should be read in conjunction with the school's Policy for Performance Management and the school's Policy for Managing and Monitoring the Curriculum.

PURPOSES

1. To ensure that all pupils benefit from teaching of the highest standard.
2. To provide a basis for monitoring evaluation and review.
3. To ensure that all teachers are given feedback on their strengths and areas for development with their teaching.
4. To improve the quality of teaching and to raise standards.

BROAD GUIDELINES

1. Teachers are expected to base their teaching on secure subject knowledge.
2. Teachers are expected to teach basic skills effectively.
3. Lesson planning should have clear objectives expressed in the knowledge skills, understanding that the pupils need to acquire.
4. Teaching should challenge and inspire pupils of all ability levels.
5. Teachers should set high expectations.
6. Teachers should use an appropriate range of teaching methods to enable all pupils to learn effectively.
7. Strong features of all teaching should include clear explanation; good use of language; a wide range of questioning; building on prior learning; use of investigations; pace.
8. Teachers should manage pupils well.
9. Teachers must insist on high standards of behaviour.
10. Teachers must ensure that time, support staff and other resources, especially ICT are used effectively.
11. Teachers should assess pupils' work thoroughly and use their assessments to help pupils overcome difficulties.
12. Teachers should use homework effectively to reinforce and extend what is learned in school.
13. Teachers will celebrate the achievements of pupils.

CONCLUSION

This will result in Pupils who:

- Acquire new knowledge, skills and understanding well.
- Apply intellectual, physical or creative effort to their work.
- Are productive and work at good pace
- Show interest in their work, sustain concentration and think and learn for themselves.
- Understand what they are doing, how well they have done and how they can improve.

Section 1

AIMS

At Westvale Primary School, we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

Section 2

ETHOS

The ethos and atmosphere underpin 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. In the course of their daily work, the staff will contribute to the development of this ethos through:

- Providing a calm, quiet and effective working environment at all times, in which each child can achieve this 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 'Behaviour Management' policy.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's Assessment Recording and Reporting policy statement.
- Effective management of their professional time.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and Desirable Learning Outcomes.
- Valuing and celebrating pupils' 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, supporting and teaching of teaching and non teaching students.

EQUAL OPPORTUNITIES

In accordance with the school's Equal Opportunities Policy (see school policies folder), all children at Westvale 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.

Section 3

CLASSROOM MANAGEMENT AND ORGANISATION

- **Management**

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest, etc.)
- One to one teaching
- Conferencing
- Collaborative learning in pairs or groups
- Independent 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.

Learning support assistants, learning support teachers and external agencies will be employed to support children with Special Educational Needs, as outlined on their Individual Education Plans.

- **Behaviour Management** – See school's Behaviour Management Policy.
- **Organisation**

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

- The resources in each area will be grouped according to curriculum subject and clearly labelled.
- Writing resources will be available for use at all times, and will be centrally accessible.
- Book corners will be comfortable and attractive.
- Labels and posters should wherever possible reflect the language diversity in the school.
- In the Foundation Unit areas for imaginative play and continuous provision will be changed regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner.
- Pupils will be involved in the maintenance and care of all equipment and resources.
- ICT equipment will be available as an aid to learning.
- Interactive displays are used to support learning.

- **Planning**

Planning will take place half-termly in year/ phase group teams, with reference to the National Curriculum, National Literacy and Numeracy Frameworks, QCA / DfE Schemes of work, a range of external subject-specific schemes and Chris Quigley skills progression document. (See Whole School Topic Matrix / Year Group Planning Files).

Information leaflets are provided for parents on a half-termly basis to inform them about the topics being taught and ways in which they can help their children at home.

Teachers will meet weekly in year group/phase group teams to plan during PPA time. This is then shared with relevant support staff. The agreed weekly planning documents will be submitted to the Headteacher and appropriate subject co-ordinators regularly for monitoring.

- **Differentiation**

Teachers will differentiate the curriculum by:

- Task – according to the needs and abilities of the children
- Outcome
- Teacher/adult support

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching. Detailed reference will be made in weekly plans to Individual Education Plans, and to Section 11 support for children with English as an additional language.

- **Record-keeping and Assessment**

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the A R R Policy.

- **Homework**

Homework is a valuable element of the teaching and learning process. Homework policy outlines details.

- **Teaching strategies:**

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Provision of an integrated curriculum both inside and outside the Reception classroom,
- The involvement of subject co-ordinators in the development of individual curriculum areas, in order to ensure continuity and progression between Reception and Key Stage 1.
- Observation.
- Discussion and questioning (open and closed as appropriate).
- Previewing and reviewing work.
- Didactic teaching.
- Interactive teaching.
- Conferencing.
- Listening.
- Brainstorming, thought shower, mind mapping.
- Providing opportunities for reflection by pupils.
- Demonstrating high expectations.
- Providing opportunities for repetition/reinforcement.
- Providing encouragement, positive reinforcement and praise.
- Making judgements and responding to individual needs.
- Intervening, as appropriate, in the learning process in order to encourage development.
- Providing experiences of visits/visitors to enhance learning and understanding.
- Ensuring children know and understand their targets.
- Provide all children with opportunities for success.
- Use a range of communication strategies – verbal and non-verbal,

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

Activities should show a balance in terms of individual, group and whole class work.

Planning and teaching should be amended to prioritise curricular targets and focused teaching should be used to support children's learning. Focus groups of pupils are identified – those working just below ARE. Intervention strategies are employed to ensure children who are underachieving are given every opportunity to catch up with their peers.

Sharing WALT and WILF in every lesson ensures teachers and children are focused on the expected learning and helps children to become more self-evaluative.

Time is built into lessons for reflection and pupils are encouraged to check their work and self-correct where appropriate.

- **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 resources cupboard/area and will be regularly audited by the Curriculum Co-ordinator. Staff may contact curriculum Co-ordinators with suggestions for specialist materials which may need ordering.

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

Care will be taken to ensure that resources the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Section 4

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
- Imagining
- Repetition
- Problem solving
- Making choices and decision making
- Use technology as an aid to learning

At Westvale Primary School, opportunities are organised to allow pupils access to these processes and for them to develop their own strategies to gain knowledge and skills.

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. These styles include:

- Visual
- Auditory
- Kinaesthetic

Section 5

Teacher's role

- Have a clear commitment to the raising of standards in school.
- Take part in development opportunities which will impact on the new creative curriculum, e.g. school based and external INSET.
- Follow school policy with regard to curriculum planning, assessment of pupil's work and reporting to parents.

HT, DHT & LT role

- Monitor the quality of teaching and pupil performance across the school.
- Provide constructive feedback to school on the outcomes of the monitoring process, identifying training needs where appropriate.
- Analyse result of pupil performance and compare with national standards and school in similar contexts.
- Analyse result of year on year pupil progress with school tracking system.
- Identifying curriculum initiatives and funding mechanisms aimed at improving standards across all ability ranges.
- Report back to teaching and support staff.

Support assistant

- Work collaboratively alongside class teachers to improve quality of planning, teaching and learning.

Governor's role

As detailed in the Governors' document:

- To attend regular meetings.
- To receive report from the Headteacher and/or Teacher Governors.
- To attend INSET.
- Regular visits to oversee the delivery of their scheduled subject.

- To receive report from the Premises Officer on relevant issues, in particular Health & Safety and to follow up any relevant issues.
- To promote and ensure at all times, equal opportunities in relation to race, gender, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

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.
- Sharing with the teacher, any problems in school that their child is experiencing.
- Supporting their child by attending Open Evening and other meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan and any Special Education Needs processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring their child arrives at school wearing the correct uniform and brings the correct PE kit.
- Agreeing to the Parent/Teacher contact concerning their child's behaviour.
- Agreeing to and supporting the school's homework policy.
- Welcoming staff at home visiting times.
- Contributing relevant information to baseline assessment.
- Attending all medicals and health interviews when invited.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence.
- 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 visits to school, concerns, visits and fair

Community's Role

The community is invited to support the school by:

- Contributing to activities, such as assemblies, artistic events, specialist outings and clubs.
- Presenting themselves as positive role models to be emulated.
- Guiding pupils' behaviour as they play around the school, and providing positive role models with regard to behaviour.
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills.
- Supporting school events.
- Voluntarily helping in the classroom.

The School's Role

In relation to each of the above areas, the school will reciprocate by:

- Responding to all offers of support as far as it is able.
- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and school procedures.
- Setting up curriculum meetings.
- Displaying the Long Term Whole School Curriculum Plan, Schemes or Work and Medium Term plans.
- Giving reasonable/appropriate access to teaching staff.
- Working in partnership with parents and guardians to ensure the success of their child, and encourage parental involvement in working out the way forward for their child's education future.

Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises. To be reviewed bi-annually.