

SHERINGDALE PRIMARY SCHOOL TEACHING AND LEARNING POLICY



Rationale

We aim to put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience, relationships and reflectiveness. We recognise the importance of making learning irresistible, meaningful and memorable. For this reason we teach through a themed, experienced based approach to enable children to make connections and link ideas and areas of learning.

Our Teaching and Learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Our Teaching and Learning policy is at the heart of all we are doing at Sheringdale Primary School. It sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunity for all our pupils.

Purpose

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:

- meet the needs of all learning styles i.e. visual, auditory and kinaesthetic styles
- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- 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 for the 21st century.

Our understanding

We acknowledge that people learn in many different ways, and when planning our lessons, we take into account these different forms of intelligence ensuring wherever possible that there is a Visual, Auditory and Kinaesthetic element to each of our lessons.

Effective learning results in:-

- Knowing you have succeeded
- Feeling you can do more
- Explaining what you have learned
- Applying it to other situations
- Teaching it to someone else
- Feeling good about yourself

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.

Effective learning requires effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details of what is to be taught to each year group.

For **effective teaching** to take place there are a number of 'ingredients' that we feel are needed.

- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan
- A clear learning objective shared with the children both visually and auditory
- A clear link to previous and future learning
- A clear outcome to be achieved at the end of the lesson
- A review of the learning at the end of the lesson
- Appropriate challenge for all children
- Teacher modelling through effective use of 'teacher talk' time
- Be appropriately and readily resourced
- Good questioning
- Quality interaction between teacher and pupil, pupil and pupil
- Pace
- Enthusiasm
- Fun, memorable and irresistible delivery, content and outcome
- Involvement of all the children
- Excellent behaviour management
- Opportunities for independent learning
- Elements of visual, auditory and kinaesthetic learning
- Follow up feedback through effective, interactive marking

Our responsibilities

We will ensure that our curriculum is irresistible, memorable and relevant. Through our planning, delivery, creative use of resources and personnel, professional development and training, we will aim to make teaching and learning at Sheringdale Primary School outstanding.

Our approach to effective teaching and learning

- Our teaching is based on our knowledge of children's level of attainment and we have high expectations of all children. We take into account ability and any additional educational needs.
- We use a range of teacher assessment strategies to continually assess what the children have achieved and what their next steps should be.
- Lessons are planned with clear learning objectives and we evaluate all lessons so that we constantly look for opportunities to improve our teaching. Teachers plan using a medium term overview and a short term weekly planning sheet.
- Year groups that have more than one class per year plan together in order to share good practise and provide equal opportunities to both classes.
- Our teachers and support staff make a special effort to establish very good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our staff follows the school policy with regard to discipline and classroom management.

We praise children for their efforts and help to build positive attitudes towards school and learning in general. We insist on good behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy. We aim to teach in an atmosphere of trust and respect for all.

- We ensure that all tasks and activities that the children do are safe and risk assessed.

- We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.
- All our staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice. Regular monitoring provides feedback and next steps to help us make teaching and learning even better.
- Staff have responsibility for key areas of learning and support other staff to develop their skills in these areas.
- We teach daily phonics through Letters and Sounds in Early Years and KS1
- In KS2 we follow the national spelling strategy and introduce new spelling rules weekly. Spelling is differentiated in order to make sure that it is accessible to all children.
- Children sometimes work in small intervention groups or 1:1, outside the classroom with an adult to boost their learning.
- We share information with parents through our newsletters and update the school website with photographs and news about school activity and learning.
- Pupil Voice in our school is very strong and we have a very active School Council and Eco team, who are regularly consulted on school choices and decisions.
- We are specifically working on developing 'Building Learning Power' which creates a culture, where our children are more confident with their learning ability, learn faster, learn better and find their learning more enjoyable. Prepared to face the future.
- We focus on set BLP (Building learning power) learning muscles throughout the year. These learning muscles work alongside the set objectives that we are teaching.
- Through children's 'Critical Thinking Skills' we always incorporate key questions into our teaching to encourage children to ask a variety of questions, which are displayed in the classroom.
- Home Learning is consistently set throughout the school on a weekly basis. We encourage parent to share and support these learning experiences beyond the classroom environment.

Our Learning Environment

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 classrooms are attractive learning environments, whereby resources are well organised and clearly labelled. Book corners are well stocked with a range of fiction and non-fiction books, some of which are funded by class cake sales. Children's work is celebrated through display, which reflect their areas of learning and these are changed regularly.

We aim for our learning environment to:

- be welcoming
- be challenging and stimulating
- be peaceful and calm
- be happy and organised;
- be well resourced and clearly labelled
- makes learning accessible
- be encouraging and appreciative
- provide for equal opportunities
- provide for a working atmosphere
- support the development of independent learners.

Our learning environments are organised in a way to encourage independent learning and give children the opportunity to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- group work

- paired work
- independent work
- whole-class work
- asking and answering questions
- use of Computing
- 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.

Achievement

We take every opportunity to celebrate achievement through:

- verbal or written praise by teachers, peers, Head teacher and parents
- Good Book assembly
- displays of work
- opportunities to perform or share
- positive comments to parents, notes, phone calls
- Certificates and rewards such as house points and Head Teacher awards.

The Role of Governors

Our governors determine, support, monitor and review the school policies on 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 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
- monitor the effectiveness of the school's teaching and learning policies through the school self review processes. These include reports from subject leaders, the Headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

The Role of Parents and Carers

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

- holding Learning Review evenings to share their child's 'next steps' with parents and to explain our strategies for teaching key areas of the curriculum
- report to parents in which we explain the progress made by each child and indicate how the child can improve further
- explaining to parents how they can support their children with home learning.
- We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:
 - ensure that their child has the best attendance record possible
 - ensure that their child is equipped for school with the correct uniform and PE kit
 - 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

- fulfill the requirements set out in our Home School Agreement

The following two pages outline the process of teaching and Learning and an Illustration of what the Learning process contains.

Most and More Able **INTRODUCTION**

Our philosophy: A rising tide lifts all ships

At Sheringdale we endeavour to help **all** our pupils develop intellectually, emotionally and socially. We provide teaching which makes learning challenging, creative and fun, which in turn enables all children to reach their full potential. Children are encouraged to be proud of their achievements and celebrate these with their peers, parents and the local community.

As part of this philosophy, Sheringdale is dedicated to identifying, valuing and promoting the talents of those children who are more and most able.

AIMS

- ❖ To ensure that the more and most able children receive an education appropriate to their abilities.
- ❖ To have the expectation that the curriculum will be extended to realise the needs of the most able.
- ❖ To use extra-curricular activities and curriculum enrichment to further stimulate children.
- ❖ To ensure the more and most able children achieve 'Mastery' level in appropriate subjects.
- ❖ To provide the basis for children to develop higher order thinking and questioning skills.

DEFINITION

Children are defined as 'more able' in areas of:

- ❖ general intellectual ability
- ❖ specific aptitude in one or more subjects
- ❖ interpersonal skills
- ❖ emotional intelligence
- ❖ creativity
- ❖ physical ability
- ❖ practical ability.

ASSESSMENT

Children's development is continually assessed to determine in what areas they might be more and most able using formative and summative teacher assessment.

The following methods are used:

- ❖ teacher observation
- ❖ reading, writing, maths or science tests (SS 110 or higher is regarded as 'Mastered')
- ❖ day-to-day class work
- ❖ background knowledge
- ❖ the expertise of subject leaders in supporting the judgement of the teacher.

No one, single method can be entirely accurate and, as children grow and develop, different skills and talents may develop. This means there is fluidity in the group of children recognised as 'More and Most Able' as they progress through the school.

APPROACH

To support the learning of the most able, acceleration is not recommended under the current Curriculum. Instead a deepening of understanding of a subject is encouraged as is the application of this knowledge to more complex situations. It should be possible to address the needs of these children within the appropriate year group. However, there will be times when it will be appropriate for children to collaborate with older children, through curricular activities and enrichment visits to secondary schools. Withdrawal groups can be used (primarily for SATs) to boost those working towards the 'Mastered' level..

CLASSWORK

Enrichment/extension work is provided by all teachers in all classes as part of expected provision. Teachers are expected to open challenge up to all pupils. This is shown on planning documents and monitored by subject leaders. It is also important for teachers and teaching assistants to work directly with a range of ability groups including the more and most able.

EXTRA-CURRICULAR ACTIVITIES

These are often highly valuable opportunities for more able children and include:

- ❖ club activities (organised and monitored by clubs co-ordinator)
- ❖ activity days and workshops. These may be organised by subject leaders, the LA or other organisations.
- ❖ day and residential visits
- ❖ the use of specialists e.g. teachers from secondary schools, visiting artists and authors.

CO-ORDINATING AND MONITORING

The following people support the more and most able policy and its implementation through regular reviews:

- ❖ Headteacher
- ❖ Deputy Headteacher
- ❖ Assistant Headteacher
- ❖ Subject leaders
- ❖ Governing body

MORE AND MOST ABLE CO-ORDINATOR'S ROLE

- ❖ To work with teachers in identifying children who are working at 'Mastered' or significantly beyond their peers
- ❖ To ensure resources are available to inspire and assist teachers in providing interesting and challenging activities for the more able children.
- ❖ To work with subject leaders to ensure suitable resources are provided for more and most able children
- ❖ To facilitate staff training and model effective teaching methods to ensure challenge is placed into all lessons.
- ❖ To support teachers and ensure that challenge is presented in lessons for **all** to potentially access.

FURTHER SUPPORT

The Local Authority organises visitors and lecturers, experts in the field of More and Most Able Education, to deliver training at termly network meetings and courses across the year.

SECONDARY TRANSFER

The school will liaise with local secondary schools to provide information on More and Most Able Pupils in Year 6.

Policy reviewed: Autumn 2018 (Jason Ofori)

Next review: