



All Saints Benhilton C of E Primary School Teaching & Learning Policy 2018

Mission Statement

Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.



Introduction

At All Saints Benhilton C. of E. Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We have a Christian vision which is set out below



We maintain that learning should be a rewarding and enjoyable experience for everyone.

We believe that *all* God's children have equal access to the curriculum regardless of their gender, sexual orientation, race, social disadvantage/advantage, disability or ability.

We plan work that is accessible and challenging for all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from intimidation and harassment to achieve their potential.

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.

Our core values of love, respect, thankfulness, peace, forgiveness, trust, faith, honesty and hope are at the heart of all our teaching.

We use the OFSTED criteria when monitoring teaching and learning, in order to provide a clear picture of the quality and consistency of practice across the school.

All our teachers reflect on their practice and plan their professional development needs accordingly, supported by the Appraisal process.

Aims

At All Saints Benhilton we provide a rich and varied learning environment that allows children to develop their skills and abilities. We aim to:

- Inspire every child to love learning
- educate the whole child, recognising all skills and strengths
- enable every child to achieve their full potential
- instill an ethos of no limitations
- provide a stimulating environment where each child feels secure and happy
- develop a whole school approach to learning and behaviour
- provide a range of opportunities for children to access a broad and balanced curriculum
- inspire children to become life long and active learners, using and developing independent learning strategies
- value all children's contributions
- respect everyone, including their ideas, beliefs, opinions and needs
- support each other in all areas

How children learn

We acknowledge that there are many different ways in which we can support children's development and learning. We offer a variety of opportunities for children to learn in a context which suits them, such as:

- investigation and problem solving
- first-hand experience
- research
- 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 media, responding to musical and recorded material
- designing and making things
- participation in athletic or physical activity
- extra- curricular clubs and activities
- guest visitors and performers
- providing access to relevant resources.

Children learn best when:

- they feel secure both at home and at school and there is a positive home/school partnership
- they feel they can achieve and are self-motivated
- there is consistency in expectations of behaviour and attitude to learning
- their thinking is challenged and they are stimulated in their learning
- they have the opportunity to explore and experiment
- they are confident in their abilities, learning environment, themselves
- their application towards work is valued and they receive positive and encouraging feedback from their work and application
- they know what is expected of them and have high, but realistic, expectations of themselves
- they have a clear understanding of learning objectives, expectations and success criteria
- they are offered appropriate support
- they are working in a structured, stimulating environment
- there is a variety in approaches to the delivery of the curriculum

Effective Teaching

At All Saints Benhilton C of E Primary School we consider the principles of effective teaching to be as follows:

Expert teaching requires ...	
	<p>Challenge So that ... Pupils have high expectations of what they can achieve</p>
	<p>Explanations So that ... Pupils acquire new knowledge and skills</p>
	<p>Modelling So that ... Pupils know how to apply the knowledge and skills</p>
→	<p>Pupils engage in deliberate practice</p>
	<p>Questioning So that ... Pupils are made to think hard with breadth, depth and accuracy</p>
	<p>Feedback So that ... Pupils have high expectations of what they can achieve</p>

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.

Each of our teachers makes a special effort to establish good working relationships with all children in the class and school. We treat the children with kindness and respect. 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 expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all.

We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We try to ensure that all tasks and activities that the children perform are safe.

When we plan to take children out of school, we follow a strict set of procedures to ensure safety:

- the venue is visited,
- risk assessments are completed,
- various permissions are obtained.
- we inform parents, and obtain their permission, before the visit takes place.

In every classroom, Teaching Assistants are deployed as effectively as possible. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of children's work. Other adult helpers are also deployed as effectively as possible.

For effective teaching and learning to take place, the teacher will:

- deliver lessons in a stimulating and exciting way with enthusiasm
- be a positive role model to all children
- celebrate children's achievements
- provide an ordered and positive working environment which is comfortable and secure for all working in it together with accessible resources
- use both cross curricular and discrete methods of teaching to ensure learning is relevant, appropriate and easily comprehended
- have good knowledge of the curriculum
- have a good knowledge of the ways in which children learn.
- be consistent in expectations of behaviour and standards of work and provide a structured routine for learning
- be prepared for each and every lesson, including the use of other adults in the classroom
- set clear objectives and success criteria, differentiating according to individual needs
- provide variety within the curriculum, approaches and activities and link learning to the wider world
- consult with subject leaders, phase leaders and other members of staff
- liaise effectively with parents, operating an 'open door' policy
- have relevant and up to date CPD

- feel valued by parents and colleagues etc.

For effective Teaching and Learning to take place the child will:

- come to school ready to learn, with the correct equipment
- understand and work to their full potential
- take ownership and be an active part of the learning environment
- recognise the value of the learning process and their role within it
- listen to *all* in the school community.

Classroom environment

- We strive to make sure our classrooms are attractive learning environments.
- Working walls, relevant to the Learning Objectives, and displays are used to aid the children's learning. Resources are relevant and easily accessible.
- We change displays regularly, to ensure that the classroom reflects the topics studied by the children.
- We ensure that all children have opportunities to display their work at some time during the year.
- 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.

Within each classroom there should be evidence of the following:-

- good organisation with resources easily accessible and clearly labelled so that the children know which they can access independently and which have supervised or limited access
- displays of artefacts, resources, books and word banks which support the curriculum
- a well-defined comfortable and inviting reading area in KS1 and FS, and access to a range of quality fiction and non-fiction texts for KS2
- Good interactive displays of children's work reflecting the differing areas of the curriculum; at least one display of children's writing, one display of children's maths work, one display of children's RE work and one display of children's science work.
- Mathematics area with a selection of resources, readily available and well labelled together with displays, vocabulary, number lines accessible at the children's height, examples of ways of recording etc
- Children taking care of equipment and resources and knowing where they belong in the classroom
- A daily timetable accessible to the children
- A weekly timetable and weekly planning accessible to staff
- Extension activities for children who need additional challenge.

There will be also be some of the following as appropriate:

- Role play area / resource box
- An art area with a range of resources and media
- Somewhere to store water bottles
- Listening corner
- Science equipment currently in use
- Humanities and RE resources available
- A writing area with a range of stationery, line guides and pens.

Daily Routine

- When children arrive in the class at the start of the school day there should be activities to promote a positive start to the day
- a timetable outlining the structure of the day
- an expectation that the children will be ready and organised to learn.

Planning

Planning consists of:

- A curriculum map showing long term planning for each year group and the whole school
- Medium term planning which breaks down the long-term plan into termly units and which includes medium-term objectives
- The Early Years Foundation Stage is led by the Foundation Stage Curriculum
- RE is based on the SDBE scheme of work.
These are all available on the curriculum server for each teacher to ensure coverage, easier access for supply teachers and to make weekly planning easier.
- Short-term planning, in the form of slides, is completed on a weekly basis and for all subject areas and includes learning objectives, activities, differentiation, multi-cultural links, cross curricular links and computing applications.
- Evaluations and assessments are used to inform planning.
- Teachers also produce a weekly timetable.

Planning should:

- Show an appropriate balance and good coverage of the curriculum
- Include cross-curricular links
- Show progression across the Key Stages and year groups

- Show educational visits where appropriate
- Include clear learning objectives and success criteria
- Scaffold or model tasks or activities
- Include focus and role for all adults
- Show clear differentiation for less able as well as more able
- Be evaluated and used to support progression in learning for all children

Planning is monitored by subject leaders and SLT

Curriculum Delivery:

In delivering the curriculum, teachers should:

- Plan in line with the school curriculum map and the Cornerstones Curriculum Guides.
- Begin each topic with an exciting “hook” activity to ensure the children are excited and interested
- End each topic with a celebration of learning.
- Communicate clear learning objectives and success criteria.
- Establish clear consistent rules for work and behaviour.
- Ensure that all children have equal access to the curriculum.
- Include the use of computing for both teaching and learning (interactive whiteboard, computers, photography, etc)
- Provide the children with a variety of range of experiences – practical, investigational, problem-solving, collaboration and discovery.
- Make good use of the outdoor learning areas as well as indoor.
- Use a variety of questioning techniques.
- Use a variety of Assessment for Learning techniques (AfL).
- Provide children with opportunities to talk meaningfully and to discuss work with their peers, promoting speaking and listening.
- Provide the children with the opportunity to work quietly for periods of uninterrupted concentration.
- Employ a variety of teaching techniques including whole class teaching, group, teaching and individual teaching in certain circumstances.
- Group in different ways for different purposes – friendship, mixed ability, matched ability etc
- Ensure that the learning in the classroom matches with the planning.
- Plan for and use other adults effectively.
- Provide the children with a variety of stimulating and creative opportunities.
- Provide adequate curriculum time, as detailed in individual policies;
- Keep clear records of pupils’ progress (in line with the school assessment policy)*.

- Provide feedback, mark and evaluate children's work in order to inform next steps and future planning.

CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- *Assessment*
- *Marking & Feedback*
- *Equal Opportunities Policy*
- *Computing Policy*
- *Inclusion Policy*

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