

CLYST ST MARY PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

C08

The aim of this policy is to provide a framework for teachers and learners which encourages consistency and recognises the value of a whole school approach. The school already has a sense of common purpose and high levels of achievement and we aim to provide the highest possible quality of education for every child in our care.

Learning

Be Healthy

- Learners are educated about, encouraged and enabled to make healthy lifestyle choices

Stay Safe

- Provide a safe and happy learning environment.

Enjoy and achieve

- Raise levels of attainment for all pupils, enabling them to achieve their personal best
- Foster a love of learning.
- Develop confident, disciplined and enquiring learners, able to make informed choices
- To encourage learners' spiritual, morale, social and cultural development

Make a Positive contribution

- Foster self-esteem and respect for the needs and feelings of others.
- Value and respect all cultures.
- Promote a thoughtful attitude towards the immediate and wider environment.
- Learners understand their rights and responsibilities in the context of our community

Achieve Economic Wellbeing

- Ensure that learners are financially literate
- To develop self confidence, team working skill and enterprise

Teaching

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 his 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 record-keeping and assessment 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 the Foundation Stage.
- 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.

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.

Classroom 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

As outlined in the whole school 'Behaviour Management' Policy. Each class will display the rules for their class which have been established at the start of each school year.

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 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 Reception areas for imaginative play will change 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.

Planning:

Long term planning will take place termly, with reference to the National Curriculum 2000, the Foundation Stage, the Whole School Long Term Plan and the Schemes of Work produced by the DfES/QCA. Shorter term planning will make reference to the frameworks for Maths and Literacy.

Differentiation:

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher / adult support

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 Assessment Grid, Assessment Policy and Marking Policy.

Screening:

- All Reception pupils will be screened using an agreed Baseline Assessment Format within six weeks of starting school.
- Year Two pupils will be screened for Mathematics and English using the Key Stage 1 Statutory Assessment Tests.
- Year Three, Four and Five children will be screened for Mathematics and English using the Optional S.A.T.'s.
- Year Six children will be screened for Mathematics, English and Science using the Key Stage 2 Statutory Assessment Tests.

All results from these assessments will be analysed and used to inform future planning.

Monitoring and evaluation:

- Pupils work will be monitored and moderated by the curriculum teams, in each of the core curriculum areas.
- Curriculum Subject Teams will monitor children's books.
- The Head Teacher will observe each class teacher in a specified curriculum area at least twice a year.

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 development of close links between Reception and the play group.
- 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
- Interactive teaching
- Conferencing
- Listening
- Brainstorming
- 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 need
- Intervening, as appropriate, in the learning process in order to encourage development
- 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.

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 resource cupboard / area, and will be regularly audited by the Curriculum Co-ordinator. Consumables will be replenished as necessary by the Classteacher/ Curriculum Co-

ordinator. Staff may contact Curriculum Co-ordinators with suggestions for specialist materials that 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 and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.