Ashleigh Primary School

Teaching and Learning

Policy

Reviewed: January 2017

Staff: February 2017

Approved by Governors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review date: January 2019

**British Values**

Through its curriculum, extra-curricular activities, teaching and learning this school will promote British values. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The teaching of these values will promote cohesiveness within our school and community. We will prepare pupils for life in England where the population has an increasingly rich diversity of backgrounds, origins, beliefs and cultures by promoting the values on which our society has been built. By teaching pupils these values we will help all to become good citizens of the United Kingdom of Great Britain and Northern Ireland.

**Race Equality and Racial Harassment**

Implicit in all our policies is a belief in race equality and everything will be done to promote this. We do not tolerate racial harassment. (Refer to School’s Race Equality and Racial Harassment Policies).

**We believe that children learn best when they:**

* Are happy
* Are interested and motivated
* Achieve success and gain approval
* Are given tasks which match their ability
* Clearly understand the task
* Are confident, feel secure and are aware of boundaries within a consistent and stable environment
* Are challenged and stimulated
* Are well supported at home

**The learning environment**

**This should be organised to ensure that children have the opportunity to:**

* Work individually, in groups and as a class
* Make decisions
* Work co-operatively
* Solve problems
* Be creative
* Discuss their ideas
* Develop social skills
* Develop independence use initiative
* Receive support
* Achieve academically

**Learning takes place when the environment:**

* Is welcoming
* Is challenging and stimulating
* Is peaceful and calm
* Is happy and caring
* Is organised
* Is well resourced
* Makes learning accessible
* Is encouraging and appreciative
* Provides equal opportunities
* Provides a working atmosphere
* clear expectations of what pupils are expected to achieve by the end of the session;

T**eachers will provide:**

* thorough preparation
* an atmosphere where children are prepared to take risks;
* lessons where children’s previous learning and interests are built upon, through purposeful application of knowledge to different situations;
* shared learning objectives which are understood by the pupils;
* innovative teaching;
* opportunities to review and reflect on the learning;
* clear expectations of what pupils are expected to achieve by the end of the session;
* appropriate pace to the lesson;
* thinking time before answering questions
* open-ended, thought provoking, challenging questions of the children;
* lessons where children’s understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference;
* developmental feedback and constructive criticism of pupil’s work;
* support for the learning of pupils with differing abilities;
* a planned programme of educational visits to reinforce and stimulate learning;

**Children should be encouraged to develop organisational skills and independence through:**

* Appropriate tasks
* Confidence building
* Example
* Co-operation
* Provision of suitable opportunities
* Responsibilities

**Routines and rules**

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

* Agreed by the children and clearly understood
* Fair and consistent
* Realistic and positive
* Kept to a minimum but enforced
* Daily activities with which the children are familiar

**Achievement**

We aim to celebrate achievements on our educational journey whether they are social, physical, creative, or academic. We celebrate them in many ways as an on going process in all aspects of school life by:

* Verbal or written praise by teachers, peers, headteacher and parents. This includes letters home to parents celebrating success.
* Displays of work
* Opportunities to perform or share
* Encouraging self esteem
* Awarding stickers, team points and certificates
* Shine assemblies where certificates gained outside school, as well as those gained in school, are awarded.
* Sharing success with the community through our newsletters, Shine assemblies, Website and local newspaper
* Awarding trophies annually for a range of achievements
* Taking part in the Blackburn with Darwen celebration of achievement ceremony

Teachers need to allocate time to review achievements with children regularly. Children are involved in self-appraisal and target setting through the self-assessment sheets, which form an important part of our annual reports to parents and through updating their personal Record of Achievement.

**Effective teaching**

**Behaviour management**

All teachers try hard to establish positive working relationships with the children that they are teaching. 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 praise and reward children for good effort and, by so doing, 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.

There must be a good balance of individual, group and whole class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. There may be several different activities in progress and at these times the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned activities which do not require as much direct teacher input. It is important that while this is in progress children stay on task.

This can be helped by:

* Having well organised and labelled resources
* Taking time to train children in procedures
* Making sure that children are aware of what they must do when they have completed an activity
* Making children aware that the teacher does not always have to be first in the line of contact. Other children, NTAs, SSAs and helpers can be used.

We base our teaching on our knowledge of the children’s level of attainment. Our prime focus is to develop further the knowledge and skills of the 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 (SEN) we give due regard to the information and targets contained in the children’s Individual Education Plans ( IEPs). We have high expectations of all children and we believe that their work here at Ashleigh should be of the highest possible standard.

We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum or the National Literacy or Numeracy strategy. Our lesson plans contain information about the tasks to be set, the resources needs and the way we assess the children`s work. We evaluate lessons so that we can modify and improve our teaching in future.

Teaching Assistants and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups. Teaching Assistants are also fully involved in the delivery of intervention programmes throughout school. Our adult helpers also assist with the preparation and storage of classroom equipment.

We ensure that all tasks and activities the children do are safe. When we plan to take children out of school we inform parents and obtain their permission. A consent form, which is sent out and returned at the beginning of each year, covers local trips and walks.

All our teachers reflect on their strengths and areas for developments and plan their professional development needs accordingly. 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 and learning in an atmosphere of trust and respect for all.

**Target setting**

Targets are set in English and Mathematics for individuals and groups of children in Years 1 to 6. Literacy targets are based on writing assessments and are discussed with children before being displayed on the wall and recorded in book as appropriate, for future reference. Numeracy targets are based on the work to be studied each term and are shared with children and displayed with the Literacy targets on the walls of all classrooms. Targets are discussed with parents at parents’ evenings. Targets are set in English and Mathematics for children in Years 1 to 6. These are on spreadsheets with SATs results and other test results to show children’s progress. Fischer Family trust data and LA profile information is used to set end of key stage test targets, yearly. These targets are shared with governors, agreed, and submitted to the local authority school improvement team and School Improvement Partner.

**Progress tracking**

The progress of children is tracked using a 10 point scale tracker. Each half term, every child is assessed using teacher assessment data and summative assessment materials (e.g. Rising Stars), and given a colour coded score (see 10 point tracker). This ensures that the progress of all children can be plotted across each year and key stage.

**Supply teachers**

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. The teacher will always have their planning file with them In the event of short, unplanned absences, planning files or guidance should be available wherever possible. If there is a long-term absence medium term plans should be available for supply staff to use.

**School policies**

School policies are set out in the staff handbook and are available on the Global Drive. These are checked annually at an INSET day or staff meeting to ensure they are complete and up to date. It is the duty of each member of staff to be familiar with school policies and to apply them.

**Voluntary helpers**

Voluntary helpers can be a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or for a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved.

Volunteers are made to feel welcome in the school and should be offered refreshments.

**Equal Opportunities**

All children have the right to equal opportunities. Teachers` expectations of behaviour and performance by all children should be the same. Groups, lines and all activities should be mixed where possible. Particular care should be taken to avoid bias when choosing curricular materials. Teachers should ensure that the same children do not dominate in group work.

**Record keeping**

All teachers should keep detailed records of their work with the class and of individual children’s activities and progress. The school has a policy for planning, assessment recording and reporting of National Curriculum subjects that must be adhered to. Other records are left to the teacher`s professional discretion.

**Resources**

Materials in all areas should be well organised, be of good quality, clean, tidy, attractive, accessible and well labelled. As far as possible materials should be near the appropriate working area. Stocks should be checked regularly and replenished. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Books and other equipment represent a considerable investment of money. They are also important resources in the children`s educational experience. They should therefore be looked after carefully.

**Display**

Display in the school should be used to create an attractive and stimulating environment. It should include work on different aspects of the curriculum and reflect individual children’s efforts as well as ability. Ideally, subject displays should stimulate discussion and be accompanied by children’s questions and answers, sometimes they can be “interactive”. Learning walls will be used to support learning and provide opportunities for children to further their learning.

**Cleaning**

All stake holders should be encouraged to take responsibility for their environment both within and around school. Everywhere should be kept clean and litter free at all times. Classrooms should be left tidy at the end of each day, with chairs placed on tables to allow for proper cleaning after school when requested. The school should be checked daily for lost property and this should be placed in the lost property boxes.

**The role of parents**

We believe that parent share 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 twice a year
* Sending home an annual report in which we explain the progress made by each child and indicate how the child can improve further
* Information to parents at the start of each term in which we outline the topics that the children will be studying that term in school will be available on the school website.
* 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 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.
* Fulfil the requirements set out in the home/school agreement.

As children begin at Ashleigh, they follow our induction process which gradually introduces the child to their new teacher and class and to the sort of experiences they will be having in Reception class. Parents are provided with important information and meet with senior staff and the headteacher, as well as their child’s class teacher. Parents can share any concerns they may have. They also receive information about helping their child with early literacy and numeracy skills.

Parents are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child’s progress and they miss important work and may fall behind. Parents are asked to inform the school of any absence on the first day (telephone answer phone available) so that we know that they are safe at home.

Many parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of all ages. All school helpers are required to undertake a CRB (Criminal Record Bureau) clearance before starting work. Some parents proceed to undertake qualifications leading to employment as Classroom Assistants (NVQ2/3) or as Teachers (GRT/GTP programmes)

**Role of Governors**

Our governors determine, support, monitor and review the school’s policies on teaching and learning. In particular they:

* Support the use of appropriate teaching strategies by allocating resources effectively;
* Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
* Ensure that the school buildings and premises are effective in supporting successful teaching and learning;
* Ensure that staff development and performance management policies promote good quality teaching;
* Monitor teaching strategies in the light of health and safety regulations
* Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the headteacher’s reports to governors and the work of the curriculum and school improvement committees/reports.

Other documents: Staff Handbook 2016-17

Reviewed: January 2017

Staff: \_\_\_\_\_\_\_\_\_\_

Approved by Governors: \_\_\_\_\_\_\_\_\_\_

Review date: January 2019

Chair of Governors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headteacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_