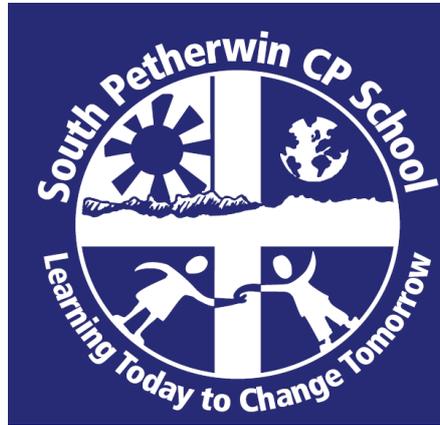


SOUTH PETHERWIN CP SCHOOL

Teaching and Learning Policy



‘Learning Today to change Tomorrow’

Teaching and learning is the responsibility of the whole school community: – pupils, teachers, support staff, parents, governors and local community.

Contents

Section 1

- Aims

Section 2

- Ethos
- Equal Opportunities

Section 3

- Management of the School Day
- Class room management and organisation
- Planning
- Differentiation
- Record-keeping and assessment
- Screening
- Monitoring and evaluation
- Teaching styles / strategies
- Resources

Section 4

- Learning processes
- Learning styles

Section 5

- Governors' role
- Parents' role
- Community role
- The School's role

Aims:

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers;
- To promote continuity and coherence across the school;
- To state the school's approaches to teaching and learning in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction:

The importance of this policy to the curriculum

The staff of this school are committed to raising standards and providing the best education for the pupils in the school. This policy seeks to identify the features of effective teaching which translate the aims of the school and the curriculum into relevant and challenging learning experiences for all pupils. The staff are united in this and work to establish an ethos of continuous improvement.

In this school there is:

- effective planning that takes account of the learning needs of all pupils;
- effective teaching that motivates and inspires all pupils to achieve their best work;
- relevant opportunities for pupils to engage in a wide range of challenging learning experiences;
- appropriate continuity and progression in the learning of all pupils from reception to Year 6;
- a combination of the best features of educational practice whilst implementing the National Curriculum.

Our school aims:

All members of this school community: children, teaching and support staff, parents, governors and the wider village community are committed to:

- **develop and include every child, equipping them to contribute positively to the future,** by embracing effective technologies, encouraging active thinking and establishing a 'can do' approach to life-long learning, through a sustainable, healthy and well-managed lifestyle.
- **provide opportunities for all learners to fulfil their potential, within a safe and secure environment,** by establishing a culture of challenge, high expectation, enjoyment, risk-taking and valuing all individuals for their contributions and successes (valuing ipsative assessment above normative).
- **raising achievement through a flexible and personalised curriculum, in which quality teaching and learning takes place both within the school and beyond,** underpinned by co-operative working, team-building and nurturing individual gifts and talents.
- **embrace all within the wider community, by working in partnership with others, beyond the schools walls to as far as we can reach,** by establishing an outward looking culture of care, compassion and understanding of need and injustice
- **make tolerance, understanding, compassion and action for others a priority,** by extending our community beyond the schools walls to as far as we can reach, and recognising the need for everyone to apply their gifts and talents for the sake of others.

Section 2

School Ethos

Our aim is to provide a caring and outward-looking school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.

In the course of their daily work staff will contribute to the development of this ethos through:

- Providing a calm 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 'Discipline for Learning' behaviour 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, Primary Framework and Foundation Stage Curriculum.
- 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 South Petherwin Community 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

Management of the School Day:

The School Day

8:30 – 8:55	Early morning interventions	(20 mins)
8:40 – 9:00	Early morning playtime	(15 mins)
8:55 - 9:05	Registration	(5 mins)
9:05 – 9:45	Morning Session 1:	(40 mins)
9:45 – 10:45	Morning Session 2:	(1 hour)
10:45 – 11.00	Break	(15 mins)
11.00 – 11.15	Assembly	(15 mins)
11.15 – 12:00	Morning Session 3 (KS1 & EYFS)	(45 mins)
11:15 – 12:15	Morning Session 3 (KS2)	(1 hour)
12:00 – 1:00	Lunch (KS1 & EYFS)	(1 hour)
12:15 – 1:15	Lunch (KS2)	(1 hour)
1:00 – 2:00	Afternoon session 1 (KS1 & EYFS)	(1 hour)
	Optional Break (KS1 & EYFS)	(10 mins)
2:00 – 3:00	Afternoon session 2 (KS1 & EYFS)	(1 hour)
1:15 – 2:15	Afternoon session 1 (KS2)	(1 hour)
2:15 – 3:15	Afternoon session 2 (KS2)	(1 hour)

Time Allocation

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Work will be planned using the Whole School Skills-Based Curriculum model.

Teachers will follow the agreed planning formats with reference to the Whole School Skills-Based Curriculum planning to ensure that programmes of study are effectively covered.

At South Petherwin Community Primary School we are committed to following the programmes of study as required by the National Curriculum 2014. We are committed to raising standards of core skills at South Petherwin Community Primary School. By core skills, we mean the ability to read, write and speak in English and to use mathematics and ICT at a level necessary to function and progress at work and in society in general.

Teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through:

- The provision of appropriate resources
- Planning extension activities which can be carried out by individuals or groups of pupils.

The time allocations for the curriculum at Key Stages 1 and 2 in this school are (using 38 weeks as the total time available for subjects):

Total number of hours taught	Key stage 1 & FS	Key Stage 2
Per week	21.75	23.75
Per year	826.5	902.5

	Key Stage 1	%	Key Stage 2	%
Literacy	285 (7.5 x 38)	35%	315 (8.3 x 38)	35%
Numeracy	190 (5 x 38)	23%	190 (5 x 38)	21%
Science **	66.5	4.5%	76	8.4%
Computing #	38	4.5%	38	4.2%
Religious education	38	4.5%	38	4.2%
Art	38	4.5%	38	4.2%
Design and technology	30	3.6%	30	3.3%
Geography	19	2.3%	19	2.1%
History	19	2.3%	19	2.1%

Music	38	4.5%	38	4.2%
Physical education	76	9.2%	76	8.4%
PSE and other **	29	3.5%	19	2.1%
MFL	9.5	1.1%	19	2.1%

Figures do not add up exactly because of rounding.

**In this school the allocation of time for teaching sex, drug and health education is incorporated in the time allocated to science and PSHME.

#The allocation of time for the ICT curriculum will be incorporated into the planning for other areas of the curriculum, alongside planning of explicit Computing lessons.

Classroom Management and Organisation:

I. Management

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Education 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
- Use of thinking skills including hats, maps and de Bono discussions

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.

Teaching assistants and external agencies will be used to support children with Special Educational Needs, as outlined on their Individual Provision Maps.

II. Behaviour Management

As outlined in the whole school Positive Behaviour Policy. Each class will display the whole school rules, known as the 'Diamond Rules'.

III. 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.
- High quality displays will be 3D and surfaces used appropriately
- Writing resources will be available for use at all times, and will be centrally accessible.
- Cupboards will be used for storage and be labelled clearly to enable independent learning
- Book corners in KS 1 will be comfortable and attractive.
- Labels and posters should wherever possible reflect the handwriting font used in the school.
- In the Foundation Stage Classroom areas for imaginative play will change half termly, 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.
- All members of the school community are responsible for keeping the school tidy and the resource areas clear from clutter.

Planning:

Planning will take place termly in group teams, with reference to the National Curriculum 2014 and the Whole School Skills-Based Curriculum.

Teachers will meet weekly to discuss the weeks plan. The coverage of taught skills will be monitored termly by the Head Teacher as well as through half termly planning scrutinies.

An agreed Individual Lesson Plan is used for all planning.

Differentiation:

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher / adult support

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching. Where necessary, reference will be made in weekly plans to Individual Provision Maps.

Record-keeping and assessment:

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. These 'assessments for learning' will be annotated on planning.

Record-keeping and assessment procedures are defined in the Assessment Policy and Marking Policy.

Monitoring and evaluation:

- Pupils work will be monitored termly in each of the core curriculum areas by the the Head Teacher in accordance with the termly monitoring schedule. A termly review of this monitoring is held with all members of the teaching staff.
- Curriculum Co-ordinators will regularly monitor children's books, in line with the termly monitoring schedule.
- The Head Teacher will monitor informally on a regular basis and observe each class teacher formally once a term. Should the lesson not be 'good' clear objectives will be set and a follow up lesson will take place within two weeks.

Teaching Strategies:

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

- Teacher observation
- Discussion and questioning (open and closed as appropriate) – See Appendix 1
- Previewing and reviewing work
- Didactic teaching
- Interactive teaching
- Conferencing
- Listening
- Thought showers
- Thinking Skills
- 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.

Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is available from subject co-ordinators in KS2 where the children benefit from the teacher delivering their specialist subjects.

Visitors into the classroom are also encouraged

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 subject Co-ordinator.

Consumables will be replenished as necessary in consultation with the Head Teacher.

Staff should inform the office or the subject coordinator if specialist materials 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.

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:

Thinking Skills	Making choices and decision-making
Asking questions and Investigation	Problem-solving
Repetition	Observation
Practical exploration and role play	Imagining
Talking and discussion	Retrieving information
Experimentation	Listening

At South Petherwin Community 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.

Thinking Skills

At South Petherwin, through staff training and the development of Learning Forums, the children have been taught to use Thinking Maps and Thinking Hats to scaffold their ideas. Teachers plan opportunities for children to practice and embed these skills so they become more independent as they progress through the school. The development of thinking skills is seen as a priority and therefore effective questioning that promotes critical thinking is used across the curriculum.

Learning Styles:

At South Petherwin we have worked hard to develop activities that take into account the wide range of 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:

- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning
- Thinking Skills
- Visual
- Auditory
- Kinaesthetic

Children are actively involved in their learning and Learning Forums are held once a week as a whole school.

Section 5

Governors' Role:

It is the Governors' role to monitor and review the policy and its practise through:

- Regular visits to oversee the delivery of their subject.
- Reporting to the Headteacher and teachers.
- Reporting to the curriculum sub-committee.
- Reporting to the Full Governing Body

And as detailed in the Governors' Document:

- To receive reports from the Head teacher and/or the Teacher Governor.
- To attend INSET
- To receive reports from the Premises Officer on relevant issues, in particular Health and 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 Evenings and other meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Provision Map, and any Special Educational Needs processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit.
- Agreeing to, and supporting, the school's homework policy.
- Welcoming staff at home-visiting times, such as before starting in Reception.
- Contributing relevant information to base-line 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 visitors to school, concerts, visits and fairs.

Community 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.
- Giving reasonable / appropriate access to teaching staff.
- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational 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 by: February 2017.

*Appendix 1

Good questioning encourages pupils to think more deeply and to share their thoughts and ideas with others. Teaching ensures that pupils are given access to a range of questions.

Type of questions	Example
Open	What do you think...? Why do you think...? How do you know...? Do you feel...? Find different ways of...? Can you try different ways of...?
Closed	What is...? What are...? When did...? How many...? Where is...? Where would you find...?
Recalling facts	Asks pupils to name an event, process or fact. Asks pupils to recall some information but not apply it.
Observing	Asks pupils to describe what they see, using appropriate vocabulary.
Hypothesising, predicting or speculating	Asks pupils to estimate, suggest why something happens and suggest what will happen as a result of doing something; to ponder, guess or draw an inference.
Concluding	Asks pupils to draw different threads together or follow a logical route to arrive at a solution.
Personal responses	Asks pupils to express personal feelings, thoughts and ideas.
Discriminating	Prompts pupils to consider advantages or disadvantages, to look at something from different points of view.
Designing and comparing procedures	Asks pupils to plan and prepare a process for tackling a problem. Asking pupils to analyse before or after an activity which process will be/was the most effective.
Interpreting results	Asks pupils to draw conclusions from data or information, particularly where they are expected to understand a trend, identify what might happen next.
Applying reason or what they know	Asks pupils to provide more than one solution to a problem. Asks pupils to apply one or more aspects of their learning in order to explain what has happened or might happen next.