

Milton CE Primary School

Teaching for Learning Statement

Our Vision and Values Statement

In our school which is welcoming, safe and fun, everyone will be working hard, learning, smiling and enjoying themselves.

We will be using our skills of listening, caring and teamwork.

We all believe that everyone has a part to play in our school and can be themselves.

We are a brilliant school with a Christian ethos, **whose purpose is to develop a lifelong love of learning.**

Introduction

At Milton CE Primary School we believe that good teaching inspires children and supports effective learning. Our Teaching for Learning Statement aims to ensure that the children at our school are provided with high quality learning experiences that would lead to each child consistently achieving as highly as s/he can.

The school will ensure through its processes and practices that reflect the ECM outcomes that children 'are healthy', 'stay safe', 'enjoy and achieve', 'make a positive contribution' and through gaining increasing skills and knowledge 'achieve economic well being'.

Effective Teaching

We have high expectations of all children; believe that all children should be included in the full range of educational opportunities and that their work here at Milton should be of the highest possible standard.

We base our teaching on our knowledge of each child. Our teaching is inclusive and ensures that all tasks set are appropriate as well as differentiated to meet the needs of each child.

When planning work for children with special educational needs (SEN) we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). The needs and skills of the Gifted and Talented children are also taken into account when planning.

We believe children learn effectively when the teacher provides:

- thorough preparation which is based on a good knowledge of the National Curriculum and Primary Frameworks for Mathematics and Literacy

- work which is differentiated appropriately to cater for the needs of all pupils
- shared learning objectives which are understood by the pupils
- a meaningful context for the lesson with clear expectations of what pupils are expected to achieve by the end of the session
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations
- lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation
- effective use of resources and support staff
- clear boundaries for behaviour following the School's Positive Behaviour Policy
- opportunities for assessment for learning e.g. use of success criteria, self and peer assessment
- developmental feedback of pupil's work

Effective Learning

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that cater for all learning styles. At Milton we offer opportunities for all children to succeed in learning new knowledge and skills by:

- developing a positive atmosphere where they feel safe and valued
- helping the children to develop their confidence and self esteem
- providing a stimulating and exciting curriculum, enriched with educational visits and outside visitors
- making meaningful links in children's learning through teaching cross-curricular topics
- using a variety of approaches incorporating visual, auditory and kinaesthetic to match children's learning styles
- offering the children open ended thought provoking tasks where they feel both challenged and supported and their efforts and achievements are celebrated
- encouraging them to explore and share ideas together and with each other
- enabling the children to be actively involved in their learning through self initiated tasks
- providing hands-on learning where children explore materials; learning to design, make and evaluate
- using a range of visual aids and stimuli in classroom resources, including the use of ICT, dance, drama, role play, creative activities and music
- giving children opportunities to review and reflect on their learning
- working in partnership with parents/carers

The Learning Environment

We aim to provide an environment in which the layout and organisation of the classroom supports inclusive and interactive teaching approaches and collaborative learning. In our learning environment:

- display reflects the learning process in all areas of learning e.g. work in progress
- the Golden Behaviour board affirms our school's Positive Behaviour Policy
- targets for Literacy and Maths are clearly displayed
- classroom displays support our key curricular targets
- key questions and vocabulary are displayed
- learning objectives and success criteria are displayed and shared with children where appropriate
- displays around school reflect the breadth of the curriculum and our drive towards a creative approach
- resources are well organised and accessible
- successes are celebrated.

Planning

We plan our lessons with clear learning objectives and learning outcomes. We take these objectives from the National Curriculum or the Primary Frameworks for Mathematics and Literacy and match them to the needs of the children. Planning for Foundation Stage children is based on the Early Years Foundation Stage Curriculum which covers children from birth to five. Activities are carefully matched to the learning objective (LO) while fully engaging and stimulating the children. Our lesson plans contain information about the tasks to be undertaken, the resources needed, differentiation and assessment opportunities. We evaluate the impact of the learning so that we can modify and improve our teaching in the future.

Long term plan

The aim of the Long Term Plan is to outline the curricular provision we offer to all the children in our school. It includes links to the Literacy and Mathematics frameworks, cross-curricular links and educational trips and visits that enrich learning. It identifies links which provide experiences, which are stimulating, exciting and relevant so that the children are motivated and keen to learn. Cross-curricular themes and issues are specifically planned for in blocks in order to make learning more meaningful.

Medium Term Plans

For literacy and mathematics we use the medium term planning provided by the Primary Strategies, although sections are adapted in order to meet the needs of our own pupils. For the foundation subjects the medium term plans provide a detailed outline for each unit of work. The plans identify learning objectives, key vocabulary, differentiated activities and resources for learning and provide guidance on activities to extend gifted and talented pupils. Key skills are identified throughout the plans.

Short Term Planning

Detailed, daily short term plans are drawn up each week by year groups for Literacy and Mathematics using an agreed format. The plans identify learning objectives, key vocabulary, direct teaching input, key questions, differentiated activities at different levels, ICT links and resources for learning.

Assessment

Assessment is fundamental to effective teaching and learning. We recognise that there are two main types of assessment: summative and formative.

Summative Assessment

Summative assessment "summarises where learners are at a given point in time – it provides a snapshot of what has been learned (in terms of both attainment and achievement)." *Excellence and Enjoyment, AfL*

See Linking Planning, Monitoring and Self Evaluation Cycles document for agreed summative assessments undertaken in school.

Formative Assessment

Formative assessment is an active and ongoing process in the classroom between the teaching staff and the pupil. The following areas are all part of effective formative assessment:

- clarifying the learning intention with children
- use of success criteria
- use of appropriate questioning during the lesson
- outlining the next step in learning before moving on, increasing children's awareness of the next steps in their learning.

Children at Milton have opportunities to review and reflect on their learning. They participate in self- and peer-review strategies as well as plenaries to review key learning objectives and to assess levels of understanding. Children make evaluations against the learning intention or success criteria, for example ticking a list of criteria to be met.

APP (Assessing Pupil Progress), a structured approach to in-school assessment, is being embedded into the school's assessment procedures.

Assessment of Foundation Stage children

Ongoing assessment is an integral part of the learning and development process in the Foundation Stage. Assessments are based on the observations made by foundation staff while children are undertaking both self initiated and planned activities. These systematic observations and assessments build up a picture of each child's achievements, interests and learning styles. Staff use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child. Information provided by parents/carers will also be taken into account e.g. parent consultations.

Monitoring Teaching and Learning

Teaching and Learning will be monitored, in some form, every term. The Headteacher and Deputy Heads have the responsibility for establishing a monitoring programme for the whole school and an action plan for Subject Leaders (see *Linking Planning, Monitoring and Self Evaluation Cycles document*)

Monitoring may be undertaken by the Headteacher, Deputy Headteachers, Subject Leaders and the SIP.

Monitoring may draw on the following areas as evidence:

- direct observation of teaching and learning
- scrutiny of pupils' work
- scrutiny of planning
- interviews with staff
- interviews with pupils
- analysis of assessment results.

Evidence of all monitoring which takes place in the school is kept in the 'Monitoring and Self-Evaluation' File. The main outcomes of such monitoring will be shared with staff and the governing body – issues of confidentiality are always respected. The key aim of this monitoring is to learn from good practice, understand when improvements need to be made and know the next steps to move teaching and learning forward.

Behaviour

We expect all adults in school to treat the children with kindness and respect (see Codes of Conduct). We treat children fairly; equality is central to all aspects of the learning experience at Milton. Good behaviour impacts on the opportunities for pupils to access learning. In order to ensure a secure environment all staff follow the school Positive Behaviour Policy. At the beginning of each year each class agrees its own set of rules. These aim 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 appropriate behaviour at all times.

We ensure that all tasks and activities that the children do are safe. Risk Assessments are undertaken before all off site activities.

The Role of Parents

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

- sending newsletters to parents at the start of each term in which we outline what the children will be learning during that term at school

- holding parents' workshops to explain our school strategies for teaching and supporting children in literacy, mathematics, staying healthy etc
- holding parent consultations in the autumn to inform parents of how their child has settled into their new class
- providing leaflets about literacy and maths targets for parents with suggestions on how to support their child's learning at home
- holding parent consultations in the spring term which explain the progress made by each child and indicate how their child can improve further
- reporting to parents in the final term
- holding an open evening in the summer term.

Parents are consulted annually; the findings are reported back and where possible suggestions are acted upon. We use the specific expertise of our parents to enrich the learning of our children.

We have meetings for parents of children who are starting school in Foundation Stage as well as additional meetings for parents of children where English is an additional language. These parents are supported through the school's bilingual group.

We believe that parents have the responsibility to support their children and the school in implementing school policies.

We encourage parents to:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with suitable school wear 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 and support them in their child's learning e.g. homework
- fulfill the requirements set out in the home/school agreement.

Monitoring and Review

This statement will be reviewed in May 2011 and then on a two yearly basis. It should be read in conjunction with the following policies/documents;

Linking Planning, Monitoring & Self Evaluation Cycles (Updated annually)

Homework Policy

Marking Policy

Positive Behaviour Policy

Early Years & Foundation Stage Policy

Code of Conduct (Staff & Volunteers)