

GRASSINGTON C. E. PRIMARY SCHOOL

Teaching and Learning Policy

Rationale

At Grassington Primary School we value all learning experiences which contribute positively to the rounded development and achievements of our pupils. We strive to improve the quality of our teaching and are systematic in doing this. Everything we do is focused on improving pupils' standards; their attitudes, their attendance and their behaviour, to enable them all to achieve their full potential.

Purposes

The purposes of this policy are to:

- promote and share understanding of what makes effective teaching and learning, and ensure pupil entitlement;
- promote the progress of all pupils;
- provide an agreed basis on which to evaluate effectiveness in teaching and learning and so inform the school's self evaluation process;
- support continuous professional development;
- contribute to the effective delivery of performance management within the school;
- share good practice;
- influence the school's strategic plan for improvement by informing curriculum planning and design.

Effective teaching and learning

We recognise that teaching is most effective when teachers:

- demonstrate good subject knowledge and understanding in the way they present and discuss their subject;
- are technically competent in teaching skills;
- challenge and inspire pupils, expecting the most of them, so as to deepen their knowledge and understanding;
- use methods, approaches and styles which enable all pupils to learn effectively;

- manage pupils well and secure high standards of behaviour;
- use time, support staff and other resources, especially ICT, effectively;
- assess pupils' work thoroughly and use assessment to help and encourage pupils to progress;
- use assessment evidence to plan effectively, setting appropriate objectives that pupils understand;
- use home/school liaison effectively to reinforce and/or extend what is learned in school.

All teachers are entitled to:

- regular evaluation of their work;
- feedback of their effectiveness;
- professional development opportunities which;
 - support the continuing effectiveness
 - support the needs of the school and community.

We recognise that learning is most effective when learners:

- are engaged, appropriately challenged and extended;
- acquire new knowledge, skills, concepts and attitudes, develop ideas and increase their understanding;
- are motivated to work to the best of their abilities;
- show interest in their work and sustain concentration;
- develop independent learning strategies;
- understand what they are doing, how well they have done and how they can improve;
- make good progress.

All pupils are entitled to:

- teaching of good quality;
- feedback on their progress;
- clear targets for improvement;
- advice and support.

Evaluating our effectiveness

The above criteria form the basis for evaluating the effectiveness of teaching and learning in the school. We recognise that teaching should always be evaluated in terms of its impact on pupils' learning and what makes it successful and that learning should only be evaluated as effective when it secures good progress for all pupils.

Teaching and Learning will be evaluated through:

- planning;
- assessment records;
- classroom observation;
- data analysis;
- work scrutiny;
- pupil interviews;
- staff interviews;
- parent consultations;
- Governor evaluation.

Securing consistency

The performance of all teachers will be evaluated against whole school agreed criteria. The responsibility for monitoring and supporting teachers in the classroom will fall to the Headteacher. The school will check the accuracy of its own judgements by having them monitored in turn by either

- an accredited performance Review Consultant or Assessor
- an LEA adviser

Or an accredited OFSTED Inspector.

All individually agreed performance objectives will be monitored by the Headteacher.

School and teacher self-evaluation

Good teaching and learning are at the heart of an effective school. Information gathered through our evaluation will be used to improve the school by:

- providing feedback to staff on performance;
- securing appropriate professional development opportunities in line with the teacher's and the school's needs;
- sharing good practice;

- influencing the school's strategic plan for improvement and informing curriculum planning and design;

Performance Management

The performance management cycle focuses on assessment of teaching and analysis of pupils' learning to guide the setting of targets for improvement. Information gathered through classroom observation will therefore guide the professional development of the teacher, inform the School Development Plan and contribute to the effective delivery of performance within the school.

Monitoring, Evaluation and Review of the Policy

The operation of the policy will be monitored and its success evaluated by the Headteacher and the Governing Body. It is a working document and therefore is open to change as and when the need arises.

Equal Opportunities

Throughout KS1 and KS2 equal opportunities should be provided for all pupils irrespective of gender, race or ability. A range of relevant experiences should be offered to all pupils.

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 Educational Needs:

- Whole class teaching
- Group work, organised according to appropriate criteria (ie. Ability, mixed ability, interest etc)
- One to one teaching
- 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.

Teaching assistants, learning support teachers and external agencies will be employed to support children with Special Educational Needs, as outlined on their Individual Education Plans.

II Behaviour Management

School and classroom rules are decided upon through discussions between staff and pupils. They are on display in the classrooms. We also have a bullying policy.

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.
- Writing resources will be available for use at all times, and will be accessible.
- Foundation Stage resources 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

Planning will take place Termly, with reference to the National Curriculum, Desirable Learning Outcomes, the Long Term Plan and the Schemes of Work produced by DfEE/QCA.

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. Reference will be made in weekly plans to Individual Education Plans, as appropriate.

Record-keeping and assessment

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Assessment for learning is the key to curriculum targets and individual progress.

Assessment

- All Foundation Stage pupils will be assessed using the Foundation Stage Profile.
- Year Two pupils will be assessed for Mathematics and English using the Key Stage 1 Statutory Assessment Tests.
- Year Three, Four and Five children will be assessed for Mathematics and English using the QCA Optional Tests.
- Year Six children will be assessed 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 regularly monitored and moderated in one of the core curriculum areas by the Curriculum Leader or Head teacher.
- Curriculum Leaders will regularly monitor children's books.
- The Head teacher will observe each class teacher regularly.

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 Foundation Stage classroom.
- The development of close links between Foundation Stage and the playgroup.
- The involvement of subject leaders in the development of individual curriculum areas, in order to ensure continuity and progression between Foundation and Key Stage 1.
- Teacher observation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Didactic teaching
- Interactive teaching
- 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.

Activities should show a balance in terms of individual, group and whole class work. Teachers should use the diamond teaching structure of 'whole class teaching → text level work → ability group work → whole class plenary' in the teaching of English during Literacy Hour and the teaching of mathematics during Numeracy Hour. Specialist teaching is available in-house and also in the form of visitors.

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, and will be regularly audited by the teaching assistant. Consumables will be replenished as necessary.

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.

Learning Processes

Children enter school at different stages of development. Children learn in different ways to different rates of progress. In the course of learning children develop their skills through a variety of processes.

These include:

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

Opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

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:

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning

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 scheduled subject
- Reporting to the Head teacher 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 Teacher Governor
- To attend INSET
- To receive reports from the Premises Officer on 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 Education Plan, 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 PE kit
- Agreeing to the Parent/Teacher contract concerning their child's behaviour
- Agreeing to, and supporting, the school's homework policy

- 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
- Making available Curriculum plans and Schemes of Work
- 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.
- Staff development and training opportunities for staff.