Let God's love shine as we care for each other and learn together.
A learning environment must:

- Be Stimulating and welcoming
- Be Interactive
- Be ‘ever changing’
- Be inclusive
- Show a variety of types of work
- Show ongoing work and the process that is needed to get to the final piece
- Value all children’s work
- Foster a sense of awe and wonder
- Celebrate children’s success
- Value all children’s work
- Celebrate the multicultural diversities of the country.
- Reflect positive images (gender, race disability…)
- Be carefully planned to enhance teaching and learning (be visible, at the right height, be as interactive asking key questions, include Maths, English and Topic work)

Adults will manage the delivery of the curriculum by:

- Explaining Learning Objectives
- Delivering a broad and balanced curriculum
- Linking previous learning to present
- Using a range of teaching styles (V.A.K)
- Providing opportunities to promote independent thinking and learning
- Managing behaviour effectively
- Catering for all the needs of the children
- Using resources effectively
- Providing opportunities to enrich the curriculum through educational visits and visitors in school
- Providing opportunities for Speaking and Listening
  - Paired talk
  - Group discussion
  - Class discussion
  - Drama activities
  - Questioning
- Providing opportunities for ICT – Using Interactive Whiteboards, individual computers and other ICT resources
  - In the introduction
  - During group work
  - Individual work
  - Intervention opportunities (E.g. word shark, number shark, RM Maths)
  - During plenary
  - Opportunities for reinforcing and extending ideas
- Providing opportunities for cross-curricular links
- Directing and managing support staff
- Involving pupils in their own learning
  - Peer assessment
  - Self assessment } Assessment for learning
  - Target setting
- All lessons must have pace, rigour and expectation
  - Have high expectations of themselves and their pupils (academic and behaviour)
  - Focus on learning objectives and outcomes
  - Have clear differentiation to really get the best out of all of the children
  - Have sharp, focused questions
  - Be punchy and fun where ever possible

Adults will assess for learning

- Pupils’ work needs to be marked (following marking policy) to the learning objectives
- Assessment for learning is a feature of our learning process and children are encouraged to assess their own learning both in their daily sessions and have a reflective end of topic assessment.
- Pupils’ work is assessed and targets are set and these are shared with the children on a daily basis.
- Where ever possible, teachers take the opportunity to talk to the children about their work and encourage the children to self assess their understanding (traffic light system)

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How children learn

- Children come to us with many varied experiences. Our role is to plan and provide the most meaningful and purposeful learning activities, which will clarify and extend what children already have already experienced.

- At Kirk Smeaton Primary School we deliver a broad and balanced curriculum by teaching through a ‘topic skills based’ approach which is enhanced by children’s own input at the planning stage. We believe this engages children effectively in their own learning. Staff at Kirk Smeaton know and understand that children have different preferred learning styles. To ensure that all children have equal access to the curriculum and enjoy their learning, a range of teaching styles are employed on a daily basis – Visual, Aural, Kinaesthetic (V.A.K)

- Match and pitch of work is also key to children’s learning. Differentiated activities are an expectation of all staff when teaching. Differentiation can be provided by changing a task in some way, by providing support / extra time and by outcome.

Delivery of non-core subjects.

Blocking of topics now takes place throughout both key stages. This allows for a greater range of cross-curricular teaching and a coherent approach to teaching the non-core lessons.

Homework

Homework is given out weekly in years R to 6 (see homework policy).

Celebrating excellence

At Kirk Smeaton School we are proud of our children’s achievement. We celebrate success regularly through weekly special celebrations assemblies; there is particular focus on Every Child Matters (ECM). Children also get the opportunity to be written into the award Book and given a certificate if they have excelled and this is shared during Special Mentions assembly.

Enrichment of teaching & learning

Kirk Smeaton CE Primary School constantly seeks opportunities to involve parents and the wider community to enhance the teaching, learning and enjoyment of the children. The children are given a range of enrichment opportunities that complement their learning. These include workshops, a wide range of school trips, residential trips, themed weeks, music lessons, sports clubs, interschool sports competitions, links with secondary schools (Brayton Community College, Campsmount Community College) who offer specialist teaching in PE, Science, ICT,) and opportunities to use their facilities and voluntary readers.

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