

KIRK SMEATON CHURCH OF ENGLAND PRIMARY SCHOOL TEACHING AND LEARNING POLICY

Policy reviewed: January 2016

To be reviewed: January 2018

This policy outlines the good practice expected of all teachers and support staff at Kirk Smeaton CE Primary School. We seek to encourage professional debate and reflection by individuals about their own strategies and teaching styles and children's learning styles. We aim for an agreed, consistent approach to teaching and learning, but not a uniform one – we want to value both pupils' and staffs' strengths.

All effective learning involves planned opportunities which challenge pupils intellectually, physically or creatively.

Our vision states that;

'At Kirk Smeaton Church of England School we believe in developing the whole child and consider all children to have talents. We believe all children have a right to expect a quality education regardless of gender, race, culture or disability and be given opportunities to achieve their full potential.'

Equal Opportunities and inclusion

Every pupil at Kirk Smeaton CE Primary School is regarded as of equal worth and importance (see Equal Opportunities Policy & Inclusion Policy)

Effective teaching starts with detailed planning that includes:

- Pupil voice
- Clear learning objectives
- Inclusive
- Differentiated activities (including gifted & talented and learning disabilities)
- Good use of trained support staff
- High quality resources needed for tasks
- Opportunities for learning through play
- Opportunities for Speaking and Listening
- Opportunities for ICT
- Opportunities for *Assessment for learning* (peer assessment, self assessment, use of success criteria)
- Careful consideration given to the organisation of the children (groupings, paired work , friendship groups etc)
- Bridge between previous learning and the next step
- Visual, Aural, Kinaesthetic approaches (VAK)
- A balance between teacher led and child initiated activities
- A plenary, where learning outcomes match learning objectives
- Cross curricular links in a 'topic approach', planned under a skills based approach i) communication skills ii) application of number iii) ICT iv) working with others v) improving my learning vi) problem solving. (See curriculum folder)

Effective teachers and teaching assistants must:

- Motive and encourage children as much as possible
- Support children to be independent learners
- Be proactive in supporting all learners reach their age related expectations
- Demand the same respect as any other adult in school, by using effective behaviour management strategies
- Be committed to improve their own practice
- Safeguard all children
- Take opportunities to acquire the appropriate skills, qualifications and/or experiences
- Contribute to effective assessment and planning

A learning environment must have:

- Clear visible learning objectives and learning challenges
- Pupil targets
- Well organised, clearly labelled resources and space to get to these
- Variety of pupil groupings
- Interactive displays
- A merit chart
- A clear reading area
- A visual timetable that all children can see
- Marking symbols for all children to see
- Effective deployment of support staff
- Information for children to access that enhances their learning (VCOP, maths vocabulary, punctuation pyramid, topic words etc)

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)

Let God's love shine as we care for each other and learn together.

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.

Let God's love shine as we care for each other and learn together.