

Wallsend Jubilee Primary School

TEACHING AND LEARNING POLICY

This school policy reflects the consensus of opinion of the teaching staff and has the full agreement of the Governing Body. The policy was agreed at a meeting of the Governing Body.

- Introduction
- Aims and Objectives
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INTRODUCTION :

At Wallsend Jubilee Primary School we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

AIMS & OBJECTIVES :

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school aims. At Wallsend Jubilee Primary we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster....

- A high level of english and maths and an enquiring mind which wants to learn more each day;
- Independent young people who are confident, flexible and able to cooperate with others;
- Imagination and creative expression through a wide range of media;

- Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values;
- Pride in achievement and a desire to succeed;
- Effective links between the school, the child's home and the community which promote aspiration and high expectations;
- Equality of opportunity for all;

EFFECTIVE LEARNING :

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in within the seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- whole class work
- watching media and responding to musical material
- research and finding out
- questioning, debates, role plays and oral presentations
- group work
- computing
- designing and making things
- pair/talk partner work
- visits and visitors
- participation in physical activity
- independent work
- creative activities
- reflection

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn - what helps them learn and what makes it difficult for them to learn. Self review and peer review strategies are used, as well as planned plenary at the end of lessons to review the key learning objectives and to assess the level of understanding.

EFFECTIVE TEACHING :

When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We use curriculum plans the National Curriculum 2014 to guide our teaching. This sets out the objectives and overview of what is to be taught to each year group.

We believe children learn effectively when the teacher provides:

- thorough preparation
- an atmosphere where children are prepared to take risks
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations
- shared learning objectives which are understood by the pupils;
- innovative teaching
- opportunities to review, edit and reflect on the learning
- clear expectations of what pupils are expected to achieve by the end of the session
- rapid pace to the lesson
- thinking time
- open-ended, thought provoking, challenging questions
- lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference
- developmental feedback of pupil's work
- support for the learning of pupils with differing abilities and individual needs
- a planned programme of educational visits and visitors to reinforce and enhance learning

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. 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). We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at Wallsend Jubilee Primary School should be of the highest possible standard.

All teachers establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning. We insist on outstanding behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

Teaching Assistants and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups. Teaching Assistants are also fully involved in the delivery of intervention programmes. Teaching assistants work alongside teachers to offer the best learning opportunities for our children.

All teachers reflect on their strengths and areas for improvement and plan continuous professional development needs accordingly. Middle managers and senior leaders actively seek to continue to improve teachers practise.

DISPLAY :

The school believes that the purpose of display is to support pupil's learning.

This may be achieved in a variety of ways:

Engaging pupils in learning - ownership by the pupils

- Interactive display
- Exciting ideas
- Asking questions
- Fresh / relevant to current topics & themes
- Challenging
- Colourful
- Criteria for success

Enabling learning to take place

- Word lists
- White boards
- Connectives
- Access to basic resources by pupils (crayons, scissors, paper, glue, etc.)
- Number lines
- Number squares
- Timelines
- Tables squares
- Clocks
- High-frequency words
- Place value cards available

Keeping what is learnt in mind

- Learning outcomes
- Success Criteria

Celebrating success

- Displaying good work (also in corridors)
- Exemplar materials
- Caught being good cards, achievements
- Pupil's photos (check permission)

Raising expectations

- Setting targets
- Aims
- Learning Outcomes
- Individual/group targets (literacy/numeracy)
- Agreed class rules

Clarifying routines

- Timetables
- Visual activity timetables
- Access to resources labelled
- Signs

Encouraging independence

- Early Years Self-registration charts
- Word banks, dictionaries, thesaurus
- Access to resources
- Class responsibilities, rotas, monitors
- Strategies for self-help

Inclusive classrooms

- Promote British values
- Access plan
- Pupil ownership
- Named work by all pupils

TARGET SETTING :

Targets are set in English and Mathematics for individuals and groups of children in Years 1 to 6. English targets are based on writing/reading assessments and are discussed with children before being put into their books for future reference. Maths targets are based on the work to be studied each half term and are shared with parents as they are updated. Targets are discussed with parents at parents' evenings.

PLANNING :

In line with:

- North Tyneside PSHCE scheme of work
- North Tyneside RE scheme of work
- The National Curriculum 2014
- Year 6/7 transition arrangements
- Read Write Inc Phonics scheme

English taught to discrete year groups from nursery to year 6 .
Maths taught in ability sets in year 5 and 6 and year groups from reception to year 4.

Read Write Inc is taught across ability sets from reception to year 2 (and any older children of whom it would benefit).

Long term planning

In line with National curriculum 2014:

Maths termly overview
English termly overview
Theme year group overview
Science year group overview
RE/PSHCE North Tyneside scheme

Medium term planning

Plans for each half term or term for all subjects, identified in subject specific schemes of work which outline:

- Learning Objectives to be covered each week
- References made to National Curriculum, North Tyneside RE/PSHCE or RWInc
- Content/differentiation to be covered each week

Short term planning

This will indicate in detail:

- Learning objectives
- Links to computing and how this will be undertaken in different subject areas
- Differentiated tasks
- Role of Teaching Assistant or HLTA
 - Vocabulary
 - Key Questions
 - Assessment for learning

ASSESSMENT FOR LEARNING:

Assessment exists to help the teacher to help the child. It ensures effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for learning...

- Is part of effective planning

- Affects learner motivation
- Focuses on how students learn
- Promotes commitment to learning objectives and assessment criteria
- Is central to classroom practice
- Helps learners know how to improve
- Is a key professional skill
- Encourages self-assessment
- Has an emotional impact by promoting self-esteem
- Recognises progress from child's previous best

We use these strategies to link assessment to better teaching and learning:

- Evaluation of one week's planning informs next week's plan
- APP books: used every term from Year 1 to show children's progress
- Half termly use of data from formal assessment to inform planning and setting
- Assessment tasks, e.g. writing, maths, science: results used to inform future planning
- Improvement time: children are given back work with suggestions as to how part of it might be improved, then allowed planned improvement time
For maths this is in the form of a Now Try This comment, for English green for good and amber highlighting for improvement. In all other subjects areas it is a combination of the two and questions to move learning forward.

ROLE OF GOVERNORS:

Our governors challenge, support, monitor and review the school's policies on teaching and learning.

In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively

- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning
 - Ensure that staff development and performance management policies promote good or outstanding quality teaching
- Monitor teaching strategies in the light of health and safety regulations
- Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the headteacher's reports to governors and the work of the curriculum and school improvement committees.

ROLE OF PARENTS/CARERS:

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning and confidence at school. Parents' consultation meetings with teachers are held to discuss progress and strategies for further improvement.

The school sends information to parents at the start of each term about the programmes each child will be following in maths, English and all other curriculum areas. Information about homework expectations is also sent at this time so that parents know what will be given to children each week. Information is also available to parents/carers via the school website of texting service.

As children begin at Wallsend Jubilee they follow our induction process which gradually introduces the child to their new teacher and class and to the sort of experiences they will be having in Reception class. Parents are provided with important information and meet with senior staff and the headteacher, as well as their child's class teacher. Parents can share any concerns they may have. They also receive information about helping their child with early English and maths skills.

Parents receive a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents may discuss any concerns they have with teachers.

Parents are responsible for ensuring that children attend school regularly.

Policy written 4th November 2014
Review date November 2016

Signed

Teaching and Learning manger

Head teacher

Governor