

Teach and Learning Policy

Introduction

This policy was written in close consultation with all staff involved in the process at Waterfield Primary School. As such it represents the views of those who administer it and should be seen to underpin all other policies. It should be read in conjunction with the Assessment, E.A.L., Equal opportunities policies

April 2005

A Frightening Conclusion

I have come to a frightening conclusion; I am the decisive element in the classroom. It is my personal approach that creates the climate; it is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour or hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or diffused; a child humanised or dehumanised.

Un-named teacher quoted by
Professor Tim Brighouse at a
Royal Society of Arts lecture.

A Vision for Waterfield Primary School

Working together

Waterfield will be a school where all staff, children, parents and governors have a common sense of purpose, involvement and commitment to the life and work of the school.

Parents as partners

All members of the school community will recognise and value the role that parents play and will welcome them as our partners in education.

The working environment

We will provide an environment where children are motivated, independent, confident, caring and happy. They will have high self-esteem, a sense of worth and the opportunity to fulfil their potential. We will create a secure, stable and welcoming environment that is well resourced, organised and maintained for all.

Professional development

Waterfield Primary will be a school where staff have opportunities to develop their professional potential within and beyond the school and where members of the local community are welcomed and recognised for the role they can play.

Celebrating success

Waterfield Primary School will be a place where everyone shares and celebrates individual and corporate success and achievement. It will be a place where all feel that they are equally valued and equal opportunities are offered to all.

School Aims

1. To ensure that every child feels a valued and cared for member of the school community.

- This will be achieved through the quality of personal relationships between adults and children throughout the school.
- Children need to see adults modelling this behaviour.

2. To ensure that every child develops a positive self image and a good attitude towards learning.

- This will be achieved through the provision of appropriate learning experiences that provide both interest and success for the learner and encourage the development of essential learning skills such as independence, motivation, perseverance, collaboration, problem solving, presentation etc.

3. To ensure that the school annually raises the standard of achievement for all its pupils in the core areas of: English, Maths and Science.

- This will be achieved through the annual school improvement programme which will involve the setting of targets to be achieved in English, Maths and Science and the means to achieve them.

4. To provide challenge and pace in children's learning at all levels of ability.

- This will be achieved through :-
 - . the careful planning of learning activities that challenge children's thinking and extend their existing knowledge.
 - . lively and stimulating whole class and group teaching.
 - . additional support for children who have been identified as having special educational needs.
 - . extended provision for more able pupils.

Monitoring and evaluating the quality of teaching and learning provided.

5. To provide for children's spiritual needs and the development of moral awareness.

This will be achieved through the daily act of collective worship, the school's scheme of work for Religious Education and its programme for Personal, Social and Health Education, Citizenship.

6. To provide for the development of children's understanding of different cultural traditions and religions.

- This will be achieved through celebration of Christian festivals and those from other faiths and cultures, which forms part of our scheme of work for R.E. Children will recognise that we live in a multi-cultural society and view cultural diversity in a positive way.

7. To ensure that children are prepared for the economic demands of the 21st century through their developing understanding of the role of I.C.T. across the curriculum (or in all curricular areas)

- This will be achieved through our long term programme for improving the resourcing of ICT throughout the school and providing support for all staff to increase their expertise.

- it will incorporate exploitation of the National Grid for Learning (NGFL)

8. To ensure that children develop their oracy skills and are developing their ability to speak standard English correctly and with increasing confidence.

- This will be achieved through our individual, group and class work in Speaking and Listening.

9. To ensure that children develop their creative and expressive skills and their aesthetic awareness.

- This will be achieved through our schemes of work for Music, Art, Speaking & Listening, Drama as well as the Creative Development element of the Foundation Stage.

10. To ensure that children develop their physical co-ordination skills.

- This will be achieved through the school's scheme of work for P.E., which increases children's confidence and enjoyment in a range of physical activities such as : gymnastics, movement, dance, apparatus work, country dancing and swimming.

TEACHING AND LEARNING PRINCIPLES

The Teaching and Learning which takes place at Waterfield Primary School will ensure that the curriculum:

Is Broad and Balanced :

Adequate time will be given to covering the basic curriculum in sufficient depth and also the broader curriculum, which includes, for example, personal social, citizenship and health education.

Provides Equal Opportunity:

Each child will have equal access to the curriculum regardless of background, ability, gender or race.

Provides Differentiation, Progression and Continuity:

Effective learning takes place when children have regular opportunities to succeed and build on existing strengths. The curriculum will be well matched to individuals needs and will be intellectually and personally challenging. Each child will be able to make the progress appropriate to his/her abilities and needs.

Is Relevant To All Pupils:

The curriculum will be relevant to the pupils present and future lives, building on their existing experiences and interests.

Enables Children To Learn How To Learn

The curriculum will enable the children to develop the skills and confidence to maintain their interest and ability to learn. The children will develop learning styles and techniques which will enable effective learning to take place.

Is Based on a Knowledge of each child as an Individual:

Each child will be respected and valued as an individual whose welfare, development and progress will be assessed and monitored continuously.

WATERFIELD PRIMARY

TEAM WORK

At Waterfield Primary School we recognise that teaching children makes great demands upon all staff and that we can be more effective if we co-operate with and support each other, working together as a team for the common good of all the children in our care. It is crucial that this includes the non-teaching staff, who are an absolutely vital part of the team.

PARENTS AS PARTNERS

Parents have a vital role to play in their children's education. They are encouraged to see their role as being part of our team once their child has started school and as interested and involved partners. Parents are welcomed into the school as classroom helpers and links are further encouraged by holding regular parents' curriculum sessions, consultations evenings and by a Home School Reading Partnership. If parents have particular skills we are keen to utilise them in school for the benefit of the children. Children are encouraged to bring items into school from home which can be used to enhance the learning experience.

We believe it is vital to offer all children and parents opportunities to learn and work together. We achieve this by holding Family Learning courses in a variety of curriculum areas which include Literacy, Numeracy, Art, I.C.T., First Aid and Football. These benefit both parents and children and provide an enriching experience for teachers involved in running these courses.

OUR APPROACH TO LEARNING AND TEACHING

Children come to school with very different experiences of life, with individual personalities and with varying degrees of knowledge and skill. The school has a high regard for the growth of each individual child and aims to provide an environment, which will nurture his/ her natural desire to learn. The Headteacher and Staff work together in an atmosphere of support and co-operation to develop such a school and to provide a learning environment which will meet their aims.

LEARNING

We recognise that children learn their best when:

They are interested and their curiosity is aroused.
They are practically involved.
Their experiences are real and meaningful.
They are happy and enjoying the experiences which school offers.
We build on the knowledge and experiences they already have.
They achieve success at their own pace and level.

Learning consists of much more than simply acquiring knowledge. There are four main elements to learning:

Knowledge
Understanding concepts
Skills
Attitudes

Knowledge and concepts together form the content of children's learning. These must:

Be worthwhile, useful and relevant to the children, both now and in the future.
Extend and challenge the children in all areas of learning.
Meet each child's individual needs.
Encourage the children to co-operate with each other.
Lead to all round growth.
Develop self-esteem.
Lead towards the development of independence.

The skills which children require to practise and perfect will include skills of :

- Listening
- Observation
- Communication
- Independent study
- Problem solving
- Numeracy
- Socialisation
- Self-help and organisation
- Imagination and creativity

- Physical skills
- Practical skills

The development of attitudes will include motivation, reliability, tolerance and self-discipline. The children will develop positive attitudes to work and to completing it to the best of their ability within a given time. Relationships are positive and the children are expected to have high standards of behaviour.

Young children are naturally curious and enthusiastic. Waterfield Primary School will endeavour to harness these qualities and enable effective learning to take place. Learning therefore begins with the child and his/her interests and is planned to cover all areas of the Foundation Stage, the National Curriculum and Religious Education. Other themes such as Equal Opportunities, Multicultural Education and P.S.C.H.E. underpin all planning.

Some of the curriculum fits well together in a cross-curricular style and can be planned as termly integrated themes or units of work which:

- Provide focus to the learning experience;
- Provide the variety of experiences, which young children need;
- Produce depth, breadth and balance across the curriculum;
- Develop skills across traditional subject boundaries;
- Encourage independence and co-operative learning;
- Allow for in-depth study;
- Allow for active learning to take place;
- Allow time for the children to produce work of quality;
- Allow good use to be made of first-hand experiences;
- Give scope for positive encouragement and praise with emphasis on positive aspects of the children's work and social situation.

At Waterfield Primary School we aim to allow time for reflection in all areas of the curriculum. These valuable times allow children the opportunity to consider and reinforce their own learning.

PUPIL ACTIVITIES TO SUPPORT LEARNING OBJECTIVES

Teaching techniques support and develop pupil activity achieving particular goals. The key activities of pupils directly engaged in learning include:

Applying pupils deepen or consolidate their knowledge, skill or understanding by applying what they have learned in a new context.

**Creating/
Composing** pupils plan and make a new product or artefact.

Critiquing pupils analyse and understand more deeply each others' work and what has been achieved.

Enquiring pupils explore a range of different lines of research in response to an open question or hypothesis.

Investigating pupils follow a line of enquiry that has a specific aim devised by them or the teacher.

Problem Solving individuals or groups of pupils devise strategies and carry them out to a specific brief.

Researching pupils gather available information from a range of sources as part of the process of enquiry.

Simulating pupils take on and develop roles in response to a specific brief within a clear structure.

Every lesson is likely to focus on one or two activities but some lessons may involve two or more activities working to support each other in helping pupils and teachers achieve the desired learning objectives.

TEACHING

Children's learning is based upon the development of ideas, attitudes and skills as well as the acquisition of knowledge the teacher's role is that of:

Provider
Guide
Consultant
Adviser
Encourager and enthuser
Facilitator
Assessor

We therefore choose teaching styles to suit the purpose of the subject and the learning needs of the pupil as a group or individually. This is based on the teacher understanding and knowing each child individually, recognising the need for them to progress at their own rate and in their own way, building on strengths and overcoming weaknesses. S/he makes times for each child, listening to what they have to say, valuing their contribution and challenging and extending their interests and enthusiasms. The teacher will strike an appropriate balance between :

TEACHING TECHNIQUES

TECHNIQUES	DEFINITION
Instructing	setting a structured task as a series of steps to be followed to achieve a particular outcome. Giving directions about how to do something.
Explaining	presenting ideas and processes, step by step, to develop the listener's knowledge and understanding, and prompt questions to ensure clarity for the learner.
Presenting	providing information in an organised way, to identify or clarify key issues, initiate activities and lead pupils on to further study.
Demonstrating	illustrating or explaining a procedure, skill or process clearly and in a practical manner, normally through the use of equipment and/or materials.
Questioning	eliciting pupils' recall, knowledge and understanding of; facts, procedures and concepts; their application to every day life and to further pupils' ability to use these.
Coaching	teaching an individual or small group intensively, usually to develop skills or performance.
Discussing	exchanging opinions and/or ideas to increase the pupils' awareness and understanding of an issue or concept.
Debating	discussing in a formal, pre-planned manner with defined rules, knowledge, ideas and opinions to support one of a number of opposing views. Involving the presentation of a case and both mounting and responding to challenges.
Modelling	demonstrating the values, attitudes or skills appropriate to an activity by example.
Brainstorming	generating ideas, usually to a very short timescale, as a starting point for further work.
Reviewing / Assessing	giving individuals or groups planned feedback on their work and progress, with the aim of identifying future targets to be achieved.

This list is not meant to be definitive. Each technique can be used with groups, individuals or whole classes with a slightly different emphasis of outcome, depending on the learning objectives of the lesson. For this reason therefore, there is no mention of grouping arrangements alongside teaching techniques.

Teaching points are made prior to the children starting work, whilst work is in progress and at the end of a session to ensure children's understanding and that learning objectives are met. Demonstrations may also be used to illustrate teaching points. Pupils are always given very clear instructions as to what is expected of them.

A significant part of the National Curriculum is embraced in this way although other areas require separate focused teaching while others need to be available to the children continuously throughout the year. Careful and thorough planning is carried out at year group, termly and weekly levels to ensure that the curriculum provided meets legal requirements, West-Sussex guidelines and our school aims.

At Waterfield Primary we believe Formative Assessment should be a key feature in every classroom to ensure effective learning is taking place. This involves teachers building on the knowledge and skills previously learnt by children, as well as making links to future learning. Teaching will include a variety of teaching strategies, so all children have opportunities to learn in their preferred style. The children will be clear about what they are learning and will make judgements about their own learning. During lessons our teachers give verbal feedback to the children, to allow a child to know what they have done well and where to go next. Teachers mark written work informatively so children will have a written reminder of the next step in their learning. The teachers agree targets with the children for further learning and these are visible in every classroom. Teachers ensure their classrooms are stimulating learning environments, with interactive displays to support, challenge, celebrate and move on the learning.

PLANNING THE CURRICULUM

At Waterfield Primary School we carefully consider the following when planning the Curriculum:

COVERAGE

The children will study the basic curriculum, which consists of the core subjects, the foundation subjects and Religious Education.

BALANCE

The children will have adequate time and experiences within each curriculum area to ensure all round growth and development.

CONTINUITY

The children's learning will be planned across the whole school and there will be consistency of approaches and organisation.

PROGRESSION

The children will develop knowledge, skills and attitudes in a planned way throughout the school. They will learn by building on their existing knowledge, skills and understanding in manageable steps.

RELEVANCE

The children will receive an education, which relates to their own experiences of the world, extends their knowledge and experiences and prepares them for the future.

DIFFERENTIATION

The children will be involved in learning tasks which are appropriate to their ability and aptitudes and which are constantly challenged.

DEPTH

The children will have opportunity to study subjects and issues in some depth in order to develop attitudes and understanding which underpin the development of their knowledge and skills.

COHERENCE

The children will experience the unique contribution of each subject and the relationship between different areas of learning.

ASSESSMENT

The children's progress will be tracked in order to inform future planning which will in turn further benefit their learning,

DIFFERENTIATING THE CURRICULUM

We actively differentiate activities in a variety of ways:

- a) the task/activity
- b) the outcome
- c) type of support
- d) level of support/independence
- e) time given
- f) organisation
- g) responsibility
- h) resources
- i) vocabulary/dialogue
- j) opportunities for consolidation
- k) open ended questioning

THE EFFECTIVE TEACHER

The effective teacher will:-

- Be clear about the learning intentions of the lesson
- Share the learning intention(s) with the children, both verbally and by writing them on the board
- Plan carefully to meet the needs of all the children
- Use a variety of teaching techniques within a lesson to ensure that all learning styles are catered for
- Track the children's progress over time using agreed school format
- Use assessment to inform future planning
- Employ a consistent and successful range of behaviour management strategies
- Provide a relevant and stimulating learning environment
- Ensure that all relationships in the classroom are based on mutual respect and understanding
- Plan for and use support staff efficiently
- Ensure that the marking of pupils work is of consistently good standard and includes targets to move children on in their learning

Benefits of determining criteria for effective training

- Continuity
- Agreed framework to refer to
- To evaluate own performance against
- Monitoring (looking at each other's practice)
- Performance Management benefits
- Inform professional development needs as individuals and as a school

- Self evaluation
- Consistency across all subjects in how we teach and how children learn
- Help evaluate new ideas (and know what it is that we want to use/hang on to from new ideas)
- Contribute to team work/team building

The effective lesson will:-

- Have clear and appropriate learning intentions known and understood by the teacher, children and support staff. These will be displayed on the board for the duration of the lesson and referred to in the plenary
- Make links with previous learning to children
- Include appropriate behaviour strategies – children know expectations – what will happen when they behave well and then the don't
- Include effective discipline – equal learning partners/mutual respect/relationships
- Challenge all abilities and needs/clear differentiation
- Be pertinent to their understanding/life experiences/flexibility
- Have pace – having a feel for point of moving children on
- Use interesting, appropriate, quality, accessible resources
- Be differential so that all abilities are appropriately challenged
- Have planning bases on assessment (children's learning), evaluation (teacher's teaching and learning intentions)
- Have assessment that are able to show children's progress
- Have effective deployment of support staff in every part of the lesson. Have good relationships between teacher, children and support staff
- Use activities that are appropriate vehicles to deliver the intended learning

- Have clear introductory, active and summary phases
- Ensure that children are provided with regular feed back

CLASSROOM ORGANISATION

At Waterfield we believe that the way the learning environment is presented gives children clear messages about the value we attach to them as individuals and the work that they produce. We therefore will ensure that all classrooms have:-

- Learning intentions for each lesson translated into child-friendly vocabulary, shared with children and displayed on the board
- Agreed class rules clearly displayed and regularly referred to
- Labelled resources (inc.drawers)
- Finished/unfinished work trays
- Tidy, clean, organised areas
- Time out allocated to allow children to take responsibility for their own behaviour
- Interactive, stimulating and relevant displays
- Appropriate size lettering on displays so that all children can read
- Interactive displays at child height
- Items currently in use clearly labelled and accessible to the children
- Items/paperwork that are not currently in use stored neatly in cupboards in labelled storage boxes
- Clear access to fire exits
- Areas for structured play
- Tidy sink area
- Maths & Literacy Targets for children's learning visibly displayed either hanging above tables or on boards.

All children therefore have the right to a stimulating, clean, uncluttered learning environment that includes access to the following areas.

READING AREA

This should include a broad selection of the following:-

- Non-scheme books non-fiction and fiction

- Cushions/comfortable seating
- Alphabet chart/other language alphabet
- Posters/wall nursery rhymes
- Book reviews by the children
- Books that children have made themselves
- Non-fiction and fiction separate
- Puppets
- Simple book review chart
- Different levels of fiction books
- Poetry
- Tape recorder
- Tape of the week/fortnight/half term. Instructions – colour coded for using tape
- Headphones
- Vocabulary – fiction/non/dictionary etc.
- Fiction (range of)
- Non-fiction
- Dictionaries etc.
- Comics, magazines
- Book review area
- Author/book focus

LISTENING AREA

This could include:-

- Tape recorders
- Tapes – blank, stories, rhymes, songs
- Headphones

WRITING & SPELLING AREAS

This should include a broad selection of the following:-

- Envelopes, postcards, writing stimuli, different kinds of paper, name cards, paper clips, story starters, explanation notices for parents, shape books/zig-zag, hole punch stapler and children's scissors, Tracing patterns, Clipboards, Magnetic letters
- Different writing utensils – pens, sharpeners, pencils (sharp), felts, paperclips
- Different paper – bookmarks, envelopes, book marking materials, card, sellotape
- Different writing stimuli
- Word lists
- Magnetic letters

- Word families
- Line guides
- Colour charts
- Writing patterns
- Zig-zag books, small books, 1p stamps
- Dictionaries, word mats, thesaurus
- Paper clips, rubbers, sellotape, glue, small staplet
- Word lists – days of the week, months of the year, colours, calendar
- Old empty diaries, old empty address books
- Book review sheets, non-fiction, fiction and poetry
- Tracing paper
- Laminated handwriting pattern cards
- Post box, handwriting tasks, pictures, artefacts

ROLE PLAY

This could include:-

- Topic dependent but to include, clothes, appropriate furniture, labels, writing equipment and clipboards. Topic related books and pictures
- Literacy/Numeracy linked in to role play, e.g. small world play areas
- Construction
- Imaginary e.g. flying carpet

MATHS AREA

This could include:-

- Number, shape, colour posters in a range of languages
- Counting equipment, range of everyday objects as well as cubes, bears etc.
- Balances
- Interactive displays dependent on subject
- Construction apparatus
- Number games
- Photos of work finished/in progress
- Peg boards, beads, 2D and 3D shapes, counting books, etc.
- Investigation area
- Key words, 1200 square, number lines, number freeze, interactive display, maths games
- Topic display (money, shape,time)
- Number lines
- Times tables
- Vocabulary needed for area

- Investigation table
- Numicon equipment
- Real money

ICT AREA

This could include:-

- Computer and printer
- Chair(s), headphones
- Clipboard monitoring who does what
- CD's and floppy discs
- Instruction sheets, e.g. how to load/exit, etc. (with pictures)
- Egg timer for swopping
- Chart labelling main components
- Working tape recorder
- Software appropriate to current tasks
- Labels

CREATIVE AREA

This could include:-

- Paints – range of powder, ready mixed
- Prints – topic related
- Ranges of pens, pencils and papers
- 3D modelling
- Collage materials, glue, PVA/stick
- Tapes, string
- Paper
- Brushes
- Ideas
- Stimulus, e.g. Artists work – artefacts

Please refer to Waterfield School Monitoring Policy for processes of monitoring Teaching and Learning