

Sutton Benger CofE VA Primary School

Teaching for Learning Policy

Rationale

At Sutton Benger CE Primary School we believe that learning should be a rewarding and enjoyable experience for everyone. We believe that every learner has the right to achieve at the limits of their potential and that the quality of learning is directly linked to the quality of teaching. The school values each child as an individual, supporting him/her to become a caring, confident, happy and successful learner. We intend that all children regardless of their gender, race, religion or ability will feel valued and have equal opportunity to all the school has to offer.

Aims and objectives

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners
- foster children's self-esteem and help them build positive relationships with other people
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of this community
- help children grow into reliable, independent and positive citizens
- enable children to develop spiritually and morally

Establishing good relationships

If children are to learn successfully we recognise that the relationship they build with the staff and the other children in the school is a crucial aspect in achieving this. Our behaviour policy identifies how we intend to develop and promote the children's sense of self-worth and self-esteem. The school works from the principle of positive praise and support for the children. The Headteacher will ensure that staff members have the support and training to enable them to put these approaches into practice. The school actively encourages the staff to work co-operatively to achieve these aims. Expectations are: -

- Adults within the school use praise statements and rewards
- Teachers work with the children to establish clear class rules based on the school's golden rules
- The children follow the golden rules and their classroom rules and have a clear understanding of why they are important
- Children take on responsibility for activities and tasks within the school
- Adults and children are courteous and polite to each other
- Children, as they progress through the school, take on more responsibility for their own learning
- Children and adults recognise the needs and feelings of others and are supportive and caring

Key aspects of learning

We incorporate six key aspects of learning into our skills based curriculum in order to develop the whole child. These are:

- enquiring skills
- reasoning and evaluation skills
- independence skills
- problem solving skills
- creative thinking
- empathy

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

- investigation and problem solving
- research
- group work
- paired work
- independent work
- whole class work
- asking and answering questions
- the use of technology
- fieldwork and visits to places of educational interest
- creative activities
- debates, role-play and oral presentations
- designing and making things
- participation in athletic or physical activity

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. We celebrate the way in which the children learn through our in-class reward systems and our weekly certificates that recognise efforts in:

Being courageous and resilient, even when learning is hard – *Super Glue learner*

Staying focussed and thinking about our learning – *Super Thinker learner*

Solving problems using resources or others to help – *Super Solver learner*

Helping support others with their learning – *Super Helper learner*

Being able to learn with others – *Super Bud learner*

Being an aspirational learner and wanting to do as well as we can – *Super Star learner*

Children develop their ideas and understanding when they are given opportunities to develop their thinking through appropriate and challenging questions. Teachers will consider carefully the types and range of questions they use so that questioning supports learning. Children will be encouraged to pose their own questions so that they challenge their own thinking and to use their learning/talk partners to support and challenge. They will be expected to answer in full sentences in order to help develop their oracy skills.

Teaching for Learning

Teaching is most effective when:

- teachers use a range of teaching styles.
- teaching is consistently challenging in order to stretch pupils without inhibiting them
- teachers have good subject knowledge and are confident in teaching the key skills
- difficult ideas are taught in an inspiring way
- behaviour is well managed
- assessment is thorough and accurate and involves children

Effective learning is promoted through:

- active learning
- collaborative learning
- learner responsibility
- learning about learning

Planning

We plan using the objectives from the New National Curriculum 2014. Our curriculum maps support progression throughout the primary age range, of the skills within each subject area. These skills are then taught through a thematic approach to enable children to make important links between subject areas. Teachers use these documents to plan and prepare appropriate learning opportunities for the children.

Effective planning shows:

- cross curricular skills based learning
- clear learning objectives which are well-matched to the learners
- well-matched differentiated activities for all pupils to enable them to be supported appropriately in their learning
- a progression of learning across the week, half term, and year
- activities are sometimes group task, class tasks or individual tasks with the appropriate either whole class teaching or focused group teaching to support the work
- what resources will be used
- how technology will be used to support the learning across the curriculum
- assessment tasks and opportunities are regularly provided so that the teacher can establish how the children are progressing
- how support staff or parents are involved in the learning of the class or group

A motivating context for learning

Successful learning will take place when teachers plan for the learning to take place in a meaningful and relevant context. At Sutton Benger the approach to learning is organised in termly themes across the year. Teachers are actively encouraged and expected to develop cross-curricular links through each theme. This enables children to engage with the learning and to apply their skills across the curriculum. At Sutton Benger we give high priority to providing opportunities where children can learn through first hand experience so that learning is motivating and fun. To do this we plan in visits, special events, visitors to the school, drama/music events, as well as assemblies for parents, across the year.

The learning environment

Motivation and interest in learning are key elements in enabling the children to succeed. The way in which the school is organised, particularly the classrooms, is especially important if successful learning is to be achieved. In the classroom the use of daily timetables and targets for learning all help the children understand the process of learning and what is to be expected of them.

At Sutton Benger the appearance of the school in terms of display, organisation of furniture and equipment are important. Displays should be used to motivate and stimulate. Challenging displays can provide thought provoking interest from the children. Displays also reinforce the children's sense of self-esteem when they see their work displayed and valued.

The learning environment will demonstrate the following attributes: -

- Displays are stimulating and thought provoking
- Displays celebrate the children's achievements
- Working walls are used to support children's learning
- Prompts displayed in classes support learning
- Classrooms are clean and tidy
- Resources are appropriate to the teaching. They are well organised and accessible to the children
- Seating arrangements and grouping in the classes are appropriate to the children

Knowing the children well

Children make good progress if the adults who work with them know them well. Teachers will achieve this by:

- Talking with children and their parents as well as colleagues
- Reading previous records, looking at previous books
- Making accurate assessments to inform planning
- Analysing assessment data

Children have a range of abilities and strengths. In order for them to learn and develop successfully they may need support or challenge with particular areas of learning. Teachers will work with the children to support them by working in the following ways: -

- Where children have different and specific learning needs, plan an appropriate curriculum for them (referring to the SEND handbook and policy for further guidance when needed)
- Work with support staff to develop suitable programmes of work for the children, whether they have special needs or have been identified as able, gifted and talented learners
- Work with parents and keep them informed about the provision that is offered to their children
- Liaise with outside agency staff, for example, from the special needs support team, where this is appropriate.

Using assessment to support future learning

To help children progress well in their learning and development, regular assessments are made to track their progress. This information can then be used to plan their future learning. Assessments also provide a summative picture of the children's attainment at the end of particular periods in their schooling, for example, the end of Reception (Foundation Stage Profile), KS1 and KS2 SATs.

Teachers have a responsibility to ensure that:

- They are clear about the objectives of what pupils need to learn and that they make provision for assessment, which is related to these objectives.
- Use their professional judgement in making assessments and in using school agreed recording strategies.
- That assessment and target setting processes are an integral part of their planning and teaching.
- That they are able to monitor and track the progress of children in their class
- That they work with colleagues to moderate their judgements about children's work.
- That they provide pupils with effective oral and written feedback to support their learning.
- Marking is used effectively as a form of assessment and to provide important feedback to each child

High expectations

To enable children to see themselves as successful learners and have the self-belief that they 'can do', staff promote and encourage the children to have positive self-belief. They do this by: -

- Challenging every pupil to achieve their best
- Making learning interesting and fun
- Using approaches and activities that encourage thinking
- Asking 'open' questions
- Ensuring children are involved in evaluating their own learning and knowing what they need to do next
- Ensuring children's successes are celebrated
- Ensuring children are encouraged to try their very best whatever the task

Working with teaching assistants and other helpers effectively

In school, teaching assistants make a valued contribution to helping the children develop and succeed. They may work with individuals or groups of children within lessons, or the whole class for a part of the lesson. They also provide extra support for vulnerable children through specific intervention groups and support. We support the work of our teaching assistants in the following ways:

- Talking through specific programmes
- Giving training on aspects of the work the children are undertaking
- By sharing planning and learning objectives
- By informing them about information that is important to their work with the children
- By listening to or reading comments about the children's progress that support staff make so further support can be given
- By providing professional development opportunities both in school and through attendance at external training sessions.

The role of governors

Our governors monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school self-evaluation process. These include reports from subject leaders and Headteacher reports to governors as well as a review of the professional development opportunities provided to the staff

Monitoring and evaluation of the policy

This policy should be read in conjunction with other policies such as assessment and positive behaviour as they develop in detail the way aspects of this policy are implemented in the school.

All aspects of the learning and teaching taking place are regularly monitored. This is through such ways as: -

- Classroom observations
- Work sampling
- Planning reviews
- Curriculum walks by subject leaders
- Resources audits
- Discussions with children
- Review of internal and external assessment data
- The school's self-evaluation form and school improvement and development plan
- Local authority and Ofsted Inspections

The information gained from the monitoring activities is shared with staff and governors so that successes can be celebrated and areas for development worked on together. This information can be used to identify strategic developments for the school and to identify the key improvement areas for the school in a particular year so that the aims of the school can be achieved with the support of the staff, parents and children in the school.

The role of the Subject Leader

Subject Leaders provide professional leadership and direction for a subject to secure high quality teaching and improved standards of learning and achievement for all pupils. They do this through: -

- modelling good or better practice in their subject
- ensuring curriculum coverage, continuity and progression for all pupils
- ensuring that teachers are clear about the teaching of objectives in lessons and that they understand the sequence of teaching and learning in the subject
- providing guidance on the choice of appropriate teaching and learning methods to meet the needs of all pupils

The role of parents

We believe that parents have a fundamental role to play in supporting children's learning. We inform parents about what and how their children are learning by: -

- holding parents' evenings to explain our school strategies for teaching the curriculum
- termly class newsletters in which we outline the topics that the children will be studying during that term at school
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- explaining to parents how they can support their children with home learning
- providing support/information booklets
- providing a range of information for parents on the school website and through the school newsletters.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to: -

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and PE kit
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.