

# DUNSTONE PRIMARY SCHOOL

## Teaching and Learning Policy

February 2015

### Rationale

This teaching and learning policy has been approved by the staff and Governors of Dunstone School and will be reviewed annually. It aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. Children learn through their total experience. This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well managed learning environment in which the individual needs of each child can be met.

### Aims

#### **Teaching and Learning**

We believe that children learn best when they:

- are happy;
- are interested and motivated;
- are taught the skills of a successful learner;
- achieve success and gain approval;
- are given tasks which match their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged, stimulated and enthused;
- are able to apply their learning to other areas;
- are able to take risks and not be afraid to make mistakes

### Guidelines

1. **The teacher plans effectively and sets clear intentions that are understood.**
  - a) Intentions are communicated clearly at the start of the lesson. These should be written on learning intention chart, white board or flip chart.
  - b) Materials are ready.
  - c) There is good structure to the lesson. There should be clear opening and plenary. Reference to previous work or follow on work should be made.
  - d) The lesson is reviewed at the end. The plenary should clarify the lesson, be used to feedback and evaluate, celebrate what has happened in the lesson and look forward to future work.
  - e) The learning needs of those with I.E.P.s are incorporated with the teacher's planning.
2. **The teacher shows good subject knowledge and understanding.**
  - a) Teacher has a thorough knowledge of the subject content covered in the lesson.
  - b) Subject material is appropriate for the lesson.
  - c) Knowledge is made relevant and interesting for pupils.

3. **The teaching methods used enable all pupils to learn effectively.**
  - a) The lesson is linked to previous teaching or learning.
  - b) The ideas and experiences of pupils are drawn upon.
  - c) A variety of activities and questioning techniques are used. Lessons should have a variety of individual, group and whole class teaching. Appropriate resources should be used to facilitate pupil's learning. There should be a high proportion of open-ended questioning.
  - d) Instructions and explanations are clear and specific.
  - e) The teacher involves all pupils, listens to them and responds appropriately.
  - f) High standards of effort, accuracy and presentation are encouraged. Presentation does not solely mean handwriting but refers to lay out of work, tidiness etc. Work should have the learning intention and date clearly displayed. Allowances to be made for age of children eg Y1/R.
  - g) Appropriate methods of differentiation are used.
  
4. **Pupils are well managed and high standards of behaviour are insisted upon.**
  - a) Pupils are praised regularly for their good effort and achievement.
  - b) Prompt action is taken to address poor behaviour.
  - c) All pupils are treated fairly, with an equal emphasis on the work of boys and girls, and all ability groups.
  
5. **Pupils' work is assessed thoroughly.**
  - a) Pupil's understanding is assessed throughout the lesson by the use of the teacher's questions.
  - b) Mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning.
  - c) Pupil's written work is assessed regularly and accurately.
  
6. **Pupils achieve productive outcomes.**
  - a) Pupils remain fully engaged throughout the lesson and make progress.
  - b) Pupils understand what work is expected of them during the lesson.
  - c) The pupil outcomes of the lesson are consistent with the intentions set at the beginning.
  - d) The teacher and pupils work at a good pace.
  
7. **The teacher makes effective use of time and resources.**
  - a) Time is well utilised and the learning is maintained for the full time available.
  - b) A good pace is maintained throughout the lesson.
  - c) Good use is made of any support available e.g. learning assistants and older pupils.
  - d) Appropriate learning resources are used, e.g. ICT ( includes computers, overhead projector, listening centres), Literacy and numeracy material, Artifacts.
  
8. **Homework is used effectively to reinforce and extend learning.**
  - a) Homework is set if appropriate.
  - b) The learning intentions are explicit and relate to the work in progress.
  - c) Homework is followed up if it has been set previously.

## **The Learning Environment**

This should be organised to ensure that children have the opportunity to:

- learn the skills of learning (BLP)
- work individually, in pairs, in groups and as a class;
- make decisions;
- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop social skills;
- develop thinking skills;
- develop independence;
- use their initiative;
- receive support;
- achieve academically.

Learning takes place in an environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised;
- is well resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities;
- provides a positive learning atmosphere.

Children should be encouraged to develop organisational skills and independence through:

- appropriate tasks;
- confidence building;
- example;
- co-operation;
- provision of suitable opportunities;
- having responsibilities.

## **Display**

Display at Dunstone School serves a range of purposes:

- To celebrate and share achievement
- To show the process involved in a piece of work
- To demonstrate the features of good learning
- To consolidate concepts and remind children of key skills

- To provide a stimulus for learning
- To raise questions and encourage thinking skills
- To accelerate learning

Captions and questions should be large enough for children to read from their sitting positions.

### **Ros Wilson – VCOP**

The principles of Ros Wilson will be taught explicitly and will be reflected in the learning wall display. Quality WRITING will be encouraged through a range of strategies within these principles, which include attention to Vocabulary, Connectives, Openers and Punctuation (VCOP); Half termly) Big Write ; reward systems and much more. It is important that new staff members read the publication, which is available in each classroom.

### **Routines and Rules**

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- agreed by the children and clearly understood;
- displayed and signed by the children;
- fair and consistent;
- realistic and positive;
- kept to a minimum but enforced;
- based on daily activities with which the children are familiar.

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of The Behaviour Policy.

### **Achievement**

Social, physical, creative and academic achievements are celebrated in many ways as an on going process in all aspects of school life, by:

- verbal or written praise by teachers, peers, Headteacher and parents;
- displays of work;
- opportunities to perform or share;
- encouraging self esteem;
- the awarding of stickers, house points and certificates;
- sharing success with the community.

Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in this process by the encouragement of self appraisal and target setting. Assessment is an integral part of the teaching and learning process.

### **SATs**

Teaching to test should not be a priority and it is important to be aware that children need to be motivated and not turned off their learning. However, booster sessions and revision will take place in Spring term in order to prepare the children for the test formats.

## **Assessing Age Related Expectations (ARE)**

Assessing age related expectations is a structured approach to assessing mathematics and reading and writing so teachers can:

- track pupils' progress from Year 1 through to the end of Year 6.
- use diagnostic information about pupils' strengths and weaknesses.

Using **ARE** materials teachers can make judgements for each of the following National Curriculum attainment targets (ATs):

- reading
- writing
- mathematics

Based on the ARE that underpin National Curriculum, this approach improves the quality and reliability of teacher assessment.

## **Approaches to Teaching**

There must be a good balance of individual, group, paired and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. Teachers will deploy support according to the needs of all learners. All pupils need to be engaged in their learning.

This can be helped by:

- having well organised and labelled resources;
- taking time to train children in procedures;
- making sure that children are aware of what they must do when they have completed an activity;
- making children aware that the teacher does not always have to be first in the line of contact. Teaching Assistants, other children, student teachers and parent helpers can be used.

## **Hands Up**

Teachers should avoid asking children to put their hands up as the only means of assessment. Rather they ask children to interact with partners and other peers in order that they have an audience for their ideas and so that the teacher and TA may assess knowledge and understanding on a broader level.

## **Time Management**

It is important that activities are well planned so that each child is working at their appropriate level, that they begin promptly and that a good pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for individuals who have completed work ahead of the group is often helpful. Efficient planning and classroom organisation will significantly reduce time wasting activities.

## **Supply Teachers**

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. In the event of an unplanned absence. The teacher's planning folder will always be available showing lesson plans, timetables and curriculum documents.

## **School Policies**

School policies are held in the school office. It is the duty of each teacher to be familiar with school policies and to apply them.

## **Voluntary Helpers**

Voluntary helpers are a valuable resource and we should welcome their involvement in the classroom. **ONLY PEOPLE WITH CURRENT CRB CHECKS WILL BE ALLOWED TO WORK WITH CHILDREN.** Help can be on a regular basis or a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved. Volunteers should be made to feel welcome in the school and if numbers permit, should be offered refreshment from the staff room at break times.

## **Equal Opportunities**

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Groups, lines and all activities should be mixed where possible. Particular care should be taken in the areas of Science, Mathematics, Technology and Physical activities. Teachers must ensure that the same children do not dominate in group work, especially when using the computer. All activities, including extra curricular activities at High View School are open to all children, numbers permitting.

## **Record Keeping**

All teachers should keep detailed records of their work with the class and of individual children's activities and progress. The school has a policy for planning, assessment, recording and reporting of National Curriculum subjects that must be adhered to. Assessment files must be kept up to date and used to inform planning. Other records are left to the teacher's professional discretion.

## **Physical Organisation**

### **Furniture**

All classrooms should have:-

Tables arranged for:

- ease of working;
- flexibility;
- purposeful discussion;
- provision of quiet corners;
- large working surfaces.

Chairs should normally:

- be sufficient in number for the activities in the classroom;
- leave enough room for children to move easily around the room.

Storage units arranged to:

- support different areas of the curriculum;
- support a project or activity;
- give character to a room;
- house children's personal belongings.

An annual inventory of furniture and a planned programme of renewal and decoration will be done in consultation with staff and governors.

## **Resources**

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. As far as possible, materials should be kept in the Resources Room. Stocks should be checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Books and other equipment represent a considerable investment of money. Relevant textbooks should be available in each classroom. Some sets of books, e.g. dictionaries, thesauri and atlases are purchased for specific classes and should not be removed.

The effective implementation of National Curriculum subjects calls for a wide range of equipment to be used. These do not necessarily have to be stored in the classroom. The school library and classroom libraries have a selection of books covering all curriculum subjects. There are also many outside sources for the loan of books, artefacts and equipment. It is important that equipment borrowed from outside sources and other classrooms is returned promptly and in good condition. Teachers should be able to account for the use and location of this equipment. All missing, damaged or dangerous items should be reported to the Headteacher and electrical items removed from inventory (Admisistrator).

## **Resource Finance**

Curriculum areas and year groups are allocated money according to the needs identified in the School Improvement Plan and the accompanying School Budget Plan.

## **Cleaning**

Cleaning is carried out by cleaning staff. Nevertheless everyone should be encouraged to take responsibility for their environment both within and around the school. Everywhere should be kept tidy and litter free at all times. The school should be checked daily and any lost property should be put in the lost property box by the playground door. All other equipment must be returned to its appropriate place and all kit bags hung on pegs.