

## TEACHING AND LEARNING – AUTUMN 2012

### MISSION STATEMENT

Uley is a Voluntary Controlled Primary School whose focus is on each individual, acknowledging both their Rights and Responsibilities.

Christian values drive all aspects of school life, curriculum and ethos. Academic rigour is valued at all stages, with the classroom focus on challenge, engagement and achievement.

Learning is celebrated in all its forms and everyone is equally valued and respected in a caring and secure environment.

In partnership with parents and the wider community, the children grow and develop as we prepare them to meet the challenges of education, work and life.

**Article 28, from the Convention of the Rights of the Child 1989, states: 'Every child has the right to an education.....young children should be encouraged to reach the highest level of education they are capable of.'**

### AIMS

At Uley CE Primary School we strive to ensure that all teaching is of the highest quality in order to result in effective learning. As a staff we have agreed a set of statements that reflect our expectations with regard to teaching and learning. Each statement is supported by examples of good practice in school.

### **We believe that effective learning takes place when work is well planned.**

- Teachers set challenging teaching and learning objectives which are relevant to all pupils in their classes. These are based on knowledge of pupils' past and current achievement and the expected standards for pupils of the relevant age range.
- Teachers use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning. They take account of and support pupils' varying needs so all pupils can make good progress.
- Teachers select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their linguistic and cultural backgrounds, with the help of support staff where appropriate.
- Teachers provide opportunities for a variety of learning experiences that cater for the learning styles of all pupils.
- Teachers plan for the deployment of additional adults who support pupils' learning.
- Teachers plan collaboratively with colleagues, sharing ideas and good practice.
- Teachers plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.

### ***Children say they learn best when:***

- *it is quiet;*
- *they feel confident;*
- *they are not distracted by their friends;*
- *they make a mistake and learn from it;*
- *they have work that challenges them;*
- *they are praised for doing something well; and*
- *they listen to what others have to say and are not interrupted when they speak*

**We believe that effective learning takes place when a good partnership is set up between home and school.**

- Homework is set according to the school's policy and in line with the guidelines for that particular year group.
- Reading books are changed as soon as children complete and understand a book, and the teacher is aware of the level and suitability of books being read.
- Teachers respond promptly to requests from parents to resolve any issues.
- Teachers contact parents promptly if there are any issues with the child's learning or behaviour.
- Teachers monitor the completion of homework and contact parents promptly if this is not taking place.
- Teachers ensure homework is marked regularly.
- Teachers convey their expectations clearly to parents, through the first parents' meeting, and the year group information on the website.

**We believe that good teaching takes place where teachers teach effectively and have good class management skills**

- Teachers have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.
- Teachers teach clearly structured lessons or sequences of work which interest and motivate pupils and which:
  - start with a clear learning objective understood by all pupils;
  - has a defined set of criteria for success;
  - employ interactive teaching methods and collaborative group work; and
  - promotes active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.
- Teachers differentiate their teaching to meet the needs of pupils, including the more able and those with additional educational needs. They take account of the varying interests, experiences and achievements of all pupils.
- Teachers explain work in a way that children can understand, and check that this is happening.
- Teachers ensure that children are given long enough to complete work, and have opportunities for working for sustained periods of time, appropriate to their age.
- Teachers set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively, and promote self-control and independence.
- Teachers organise and manage teaching and learning time effectively.
- Teachers use ICT effectively in their teaching.

- Teachers secure a standard of behaviour that enables pupils to learn, and act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school.

**We believe that effective teaching takes place when teachers accurately monitor and assess pupil progress.**

- Teachers make appropriate use of a range of ongoing monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching.
- Teachers monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.
- Teachers assess pupils' progress accurately using, as relevant, the early learning goals, National Curriculum level descriptions, objectives from the national strategies and APP criteria. They seek guidance from more experienced staff or subject leaders where appropriate.
- Teachers ensure that assessments take place in line with the school's assessment timetables and deadlines for submitting results are adhered to.
- Teachers identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They seek guidance from more experienced staff or subject leaders where appropriate.
- Teachers record pupils' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help pupils review their own progress and to inform planning. Where appropriate, school data formats (electronic and paper-based) are used consistently.
- Teachers are able to use records as a basis for reporting on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils.

**We believe that effective teaching takes place in a stimulating, imaginative and informative learning environment.**

- Teachers organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.
- All resources are clearly labelled and accessible to children.
- Resources are appropriate to the age of the children.
- Classrooms have an appropriate range of displays, e.g.
  - celebration of children's work;
  - learning walls;
  - displays to support children in their learning or stimulate their ideas; and
  - subject prompts.
- All classrooms will have a reading area with a range of books displayed in an attractive way.
- All classrooms will have a clearly identified area for mathematics resources.
- Classrooms will be kept tidy with children taking responsibility for their own trays and desks and shared areas of the room.

- Teachers will model the expectations for organisation by maintaining a high standard of tidiness with their own possessions and working areas.

**We believe that effective teaching takes place when teachers are organised and prepared.**

- Teachers meet children punctually, and greet them at the start of the day and at the end of break and lunch times.
- Teachers have planning for the week prepared for the start of Monday morning.
- Resources needed for the lesson are prepared in advance of the start of the lesson.
- Resources prepared for children are of good quality.
- Teachers have effective time management skills and ask for support if needed.
- Teaching Assistants / volunteers are fully briefed on the planning of the lesson.

**We believe that effective teaching takes place when teachers establish positive relationships with pupils and other adults.**

- Teachers greet their pupils at the start of the day.
- Teachers always listen to children, although this may not always happen immediately!
- Positive encouragement is given to pupils at all times.
- Teachers provide Teaching Assistants with a suitable method to enable feedback to inform their future planning.
- Teachers meet agreed deadlines without having to be reminded.

**We believe that effective teaching takes place when teachers establish clear routines with the children**

- A timetable of the week is displayed in the classroom, using pictures if necessary for younger children.
- Children are made aware of expectations with regard to the setting out of work, and these are enforced.
- Children are aware of procedures to enable reading books to be changed quickly and efficiently.
- Teachers ensure homework procedures are clearly explained to the pupils and followed.

**We believe that effective teaching takes place when teachers have high expectations of all pupils.**

- Teachers have high expectations of all children regardless of ability and do not accept work that is poorly completed or presented. Children are made aware of these expectations.
- Teachers work with their class to set out expectations in terms of behaviour, by discussing and reinforcing the school rules.
- Teachers demonstrate and promote these expectations by their own attitude and behaviour.
- High standards are set when work is modelled to the children, e.g. in terms of handwriting, spelling and presentation.

**We believe that effective teaching takes place when the work given to children stimulates them, and the children enjoy their learning.**

- Teachers show enthusiasm for what they are teaching and convey a positive message about the value of learning.
- Teachers find out what the children already know as a starting point for work, and where possible, build on this.
- Planning takes place within the framework of the school's medium term plans, which are amended to suit the particular needs of that class.
- Planning is aimed at providing a range of activities throughout the week and at accommodating different learning styles.
- Planning demonstrates that work is differentiated for different ability groups within the class.
- Each lesson is planned with a clear learning objective.
- Teachers evaluate the effectiveness of lessons and amend future lessons accordingly.

**We believe that effective teaching takes place when teachers have a secure subject knowledge**

- Teachers have a secure knowledge and understanding of the subjects they are trained to teach.
- For the Foundation Stage, teachers know and understand the aims, principles, areas of learning and Early Learning Goals.
- For Key Stages 1 and 2, teachers know and understand the curriculum for each of the National Curriculum core subjects, and the frameworks, methods and expectations. They have sufficient understanding of a range of work across the foundation subjects to be able to teach them in the age range for which they are trained, with advice from more experienced colleagues where necessary.
- Teachers ensure that they are aware of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach.
- Teachers ensure that they keep up to date with their subject knowledge.
- Teachers show a commitment to their professional development by (i) identifying areas in which they need to improve their professional knowledge, understanding and practice in order to teach more effectively in their current post, and (ii) with support, taking steps to address these needs.
- Teachers join in with professional discussions set up through staff meetings or training days.
- Teachers know how to use ICT effectively, both to teach their subject and to support their wider professional role.

**We believe that effective teaching takes place when teachers work effectively with children who have additional educational needs.**

- Teachers understand their responsibilities for children with additional educational needs set out under the *SEN Code of Practice*, and know how to seek advice from specialists on less common types of additional educational needs.
- Teachers complete and review IEPs every other term in consultation with the child, Teaching Assistant and SENCo, and then discuss these with parents.
- Teachers ensure that targets set in IEPs are worked towards and that children make progress against these targets.
- Pupil Intervention Maps outline the intervention programs children undertake. These provide an overview of intervention in school three times a year.

- Teachers identify any children who are gifted and talented within their class. They ensure that these children are on the school's Gifted and Talented register and that steps are taken to address their needs, if appropriate, in school.

**We believe that 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.
- Teachers must ensure that the same children do not dominate in group work.
- All activities, including extra-curricular activities are open to all children, numbers permitting.

**We believe that Supply teachers can be effective in class.**

- They have written guidance and suggested activities for all planned absences from the classroom.
- They are advised of timetables and procedures for the day.

**We believe that voluntary helpers are a valuable resource and should be welcomed in the classroom.**

- Help can be on a regular basis or a specific event.
- In all cases 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 welcomed in the school and offered refreshment from the staffroom at break and lunch times.

**We believe that achievement should be celebrated as part of an ongoing process. These include:**

- verbal or written praise by teachers, peers, the Headteacher and parents;
- displays of work;
- opportunities to perform or share in the weekly Celebration Assembly;
- Star of the Week certificates;
- house points; and
- sharing success with the community.

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