



Surrey Street Primary School

Teaching and Learning Policy



Our Vision:

Our vision is for learning for life at Surrey Street where the social, emotional, spiritual, physical and learning needs of every member of the school community are met.

Aims:

We believe in the concept of lifelong learning and that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we aim to equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives and to learn how to be a good learner. We believe that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives.

Teaching/Teachers will:

1. Employ a wide range of teaching styles, and provide a variety of learning opportunities through:
 - The organisation of appropriate groupings to match the purpose of the learning objective- e.g. whole class teaching, pair work, group work, individual activity, ability and mixed ability groupings.
 - The use of active teaching methods including demonstration, modelling, practical activity, investigation and problem solving.
 - Child initiated play
 - Visual, auditory and kinaesthetic input to engage all pupils in their learning.
 - The use of effective questioning techniques to challenge, consolidate, extend and verify what pupils know and understand.
 - The effective use of technology and a variety of teaching resources.
 - The effective deployment of support staff.
 - The provision of opportunities for developing thinking skills, including talking in different ways, such as discussing, hypothesising, agreeing and disagreeing, questioning and reflecting.
 - The development of pupils' listening skills, including the evaluation of what has been heard, and asking questions to clarify meaning and intention.
2. Stimulate interest, enjoyment and involvement in learning within a high quality learning environment by:
 - Organising and managing the classroom efficiently so that arrangement of furniture suits teaching styles, resources are relevant and accessible, displays are interactive, stimulating and reinforce learning.
 - Making a brisk start to lessons and working at an appropriate pace.
 - Providing sufficient challenge for all pupils.
 - Providing learning experiences that use a variety of strategies that are matched to learning objectives and outcomes including the effective use of ICT/computing.
 - Providing opportunities to practise and consolidate skills.
 - Teaching thinking skills.
 - Using Learning Logs to reinforce learning

Our classrooms are attractive learning environments. We change displays regularly to ensure that the classroom reflects the topics studied by the pupils. We ensure that all pupils have the opportunity to display their best work at some time during the year. Our Early Years and Year 1 classrooms have role play areas. Our classes are well resourced and pupils are taught how to select and return resources as required. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the pupils.

3. Encourage high standards and involve pupils as partners in their learning by:
 - Sharing or creating learning objectives and success criteria with/by pupils.
 - Setting individual writing and numeracy rapid recall targets for pupils (and with pupils) so pupils are clear about their next steps and know when they have achieved them
 - Providing activities matched to the differing previous achievements of the pupils. In most lessons pupils will select their 'challenge' based on their understanding of which activity will best move on their learning.
 - Giving clear time frames for completion of activities.
 - Having high expectations of both achievement and behaviour.
 - Displaying/ sharing examples of high quality work done by pupils.
 - Giving meaningful feedback to pupils that enables them to know about their achievement and the next steps in their learning, using strategies from our Assessment and Marking policies.
 - Teaching pupils to use peer and self-evaluation strategies.
 - Providing pupils with the opportunity to reflect on their learning.
 - Giving pupils opportunities to present their work to each other in class and in assemblies in which they present their work to the whole school and parents.
 - Providing pupils with choices in their learning, with opportunities for open ended enquiry and to explore their own ideas.
 - Using Learning Logs from Year 1 as a means of allowing pupils to build on their learning in school and for parents to support their pupils.
 - Teaching pupils to work co-operatively and collaboratively, thereby improving their listening and turn-taking skills and ability to building on the ideas of others.
 - Developing pupils' independence.

4. Provide access to a balanced curriculum, ensuring continuity and progression through structured planning by:
 - Keeping Long Term Plans reviewed and updated regularly. Using topic based themes/links when appropriate while ensuring coverage of School Curriculum requirements.
 - Preparing Medium Term and Short Term Plans and maintaining class planning files and keeping a separate central electronic copy.
 - Making effective use of planning and assessment information.
 - Planning and preparing thoroughly and focussing on clearly defined learning objectives.
 - Demonstrating good subject knowledge and understanding of the skills, knowledge and concepts that are being taught.
 - Keeping support staff fully informed so that they can support pupils effectively.
 - Keeping records of pupils' achievements, in line with the school Assessment Policy.
 - Liaison between feeder schools, year groups and subsequent schools.

5. Meet the needs of individual pupils, supporting and extending them through the use of assessment and differentiation by:
 - Taking account of prior learning, matching content appropriately and providing support and extension materials.
 - Monitoring individual pupil progress through regular assessment. This will be based on a range of evidence such as books, planning, talking to pupils, occasional short tests, end of year standardised tests. Teachers will refer to national end of year expectations or other documents as identified by SLT for guidance.
 - Using assessment information when planning the next steps in learning.
 - Taking account of IEP and ILP objectives when planning for pupils.
 - Identifying more able pupils and planning activities to extend their learning. This could be done through challenges.
 - Planning for the effective use of support staff to provide support for all pupils and identified groups of targeted pupils.
 - Tracking provision through regularly updated Provision Mapping.
 - See also EAL, SEN and Mobility policies

6. Encourage and develop social and moral values, self-discipline and positive behaviour through:
 - The teaching of planned PSHE according to the school policy.
 - Teaching and rewarding positive behaviour consistently in accordance with the school behaviour policy.
 - Having high expectations of behaviour from all pupils and adults in school.
 - Supporting identified pupils through Personal Support Plans (PSPs)
 - Pupil and teacher support from the Behaviour Support Team
 - Encouraging pupils to choose appropriate behaviour in all situations and to become good citizens.
 - Planned assemblies and acts of collective worship to develop spiritual, moral, social and cultural aspects.
 - Promoting links with the community.

7. Provide an environment in which all adults and pupils are valued and supported by:
 - Developing a positive environment throughout the school.
 - Welcoming all pupils into the classroom at the beginning of the day.
 - Staff and other adults providing positive role models of relationships and behaviour (with each other and in the way they interact with pupils).
 - Celebrating pupils' achievements in all aspects of school life, and achievements out of school (clubs etc.).
 - Making time to listen to parents and carers, including through Family Voice.
 - Taking account of individual family circumstances and how these may impact on the pupil.
 - Providing opportunities for pupils to voice their opinions (Circle Time, Class/House meetings, child interviews on specific topics).

8. Ensure equality of opportunity in relation to gender, class, race, special need and belief; and value and respect all cultures by:
 - Ensuring that all pupils have access to the curriculum.

- Monitoring the achievements of different groups of pupils.
 - Exploring and valuing other cultures.
 - Encouraging pupils to bring their home culture, interests and languages into school.
 - Encouraging parents/carers to share in school their cultures, interests and languages.
9. Work in partnership with parents/ carers and the community around the school by:
- Recognising the importance of the learning which takes place in the home environment, and outside school.
 - Ensuring that parents/carers have regular opportunities to discuss the progress of their pupils with class teachers.
 - Entering into a Home-School agreement with parents/carers.
 - Being able to meet with parents when reasonable requests are made.
 - Consulting parents/carers about the development of school policies.
 - Encouraging parents, carers, governors and other volunteers into the classroom to participate in a variety of activities.
 - Setting weekly Learning Log activities.
 - Inviting parents/ carers/ community members to special events, displays, assemblies, concerts etc.
 - Encouraging parents/carers to contribute any special skills.
 - Making links with local schools for sports/social events etc.
 - Involving pupils/parents/carers/community members in fundraising for charities.
 - Overviews of topics/subject coverage/learning themes are explained in termly class letters to parents.
 - Early years - parents share learning experiences with the pupils in planned sessions.

Review, Monitoring and Evaluation

This policy will be reviewed regularly by the SLT.

The Headteacher and SLT will monitor the implementation of this policy through an annual schedule of observation, discussion with pupils, analysis of pupils' work and analysis of teachers' planning and assessment records, in line with the school's Monitoring and Evaluation Policy, and report regularly to the Governing Body.

Reviewed November 2016

Discussed by Governing Body: _____ November 2016