

# Long Sutton Primary School

## Teaching Policy

### Spring 2007



## 1 Aims and Objectives

At Long Sutton Primary School it is our ultimate goal to instil in pupils a love of learning and an understanding that this is a life long process. We encourage our pupils to know themselves as learners and foster a sense of ownership of their own learning process. Furthermore, we will seek to develop in our pupils the self-confidence and belief in their abilities that will ultimately lead them to become independent learners.

## 2 Effective Teaching

At Long Sutton School we aim to deliver teaching that is dynamic, engaging, reflective, challenging and empowering for all pupils. We recognise and cater for the diversity of needs created by race, gender, ability or back-ground and differentiate our teaching accordingly. We believe that through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that an essential element of education is that children become learners and enquirers, and become increasingly able to locate access and use information. At our school we aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

If teaching is to be effective, it is the role of each individual teacher to know the pupils in their care and to shape the learning experience accordingly. We therefore:

- Foster an ethos in accordance with the Christian nature of the school which is based upon respect, tolerance and love for others.
- Understand that motivation and self-esteem are key to successful learning. We therefore employ a range of strategies, including the celebration of achievements, in order to foster these in our pupils.
- Give our pupils opportunities to become independent in their learning and as a citizen of the school
- Ensure that our teaching delivery maximises the potential of the brief time our pupils spend in our care
- Keep parents informed of pupils' progress and take time to invest in the development of a mutually supportive relationship between home and school.
- Are respectful and calm at all times and demand the same from our pupils.
- Set ourselves the same high standards that we expect from our pupils.

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 demonstrate excellence by modelling and displaying exemplars and by teaching children to lay out work neatly according to the school guidelines. We give our children regular feedback on their learning and we provide opportunities for pupil self-assessment and self-evaluation, so that they understand what it is that they need to do better, develop independence and take responsibility for their learning.

We celebrate achievement and effort by praise, housepoints, stickers and certificates.

We aim to create a learning environment where children feel valued and secure, where they are confident and can take risks, where they are given choices and the opportunity and skills to pursue a line of enquiry to their satisfaction. In order to achieve this we make all children aware of the school's values and support these by consistently applying a code of conduct which they understand. We support children's learning by encouraging collaborative work and play, helping them to acquire the language, social and emotional skills they need to do this. We undertake to provide a classroom environment where tools and equipment are neatly stored and readily available, including technological resources.

***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

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We have high expectations of all children, and we aim to provide experiences in all lessons that help children achieve their best. We use the school curriculum plans to guide our teaching.

In order to ensure that the pupils in this school have the opportunity to learn as much as they are capable of learning, we will:

- Ensure that our planning is of a high quality and reflects the needs of the individuals in our care and the high expectations we set them
- Assess pupils regularly and keep appropriate records with which to track performance over time and target future achievements.
- Invest in the professional development of our teachers and learning support staff to ensure that they develop and foster a range of teaching strategies which will enable us to respond to the learning styles of individual pupils in this school.
- To utilise effectively the skills and strengths of all personnel and welcome the support of parents in the classroom.
- Share expertise readily and recognise our obligation to communicate with and support each member of the team.

The planning for each class is in three stages:

**Long-term** curriculum planning details which is to be taught to each year group and covers the programmes of study laid down in the National Curriculum, the National Literacy Strategy, the National Numeracy Strategy and the Foundation Curriculum. Our long term planning for all subjects except Literacy and Numeracy is arranged over a two year cycle in order to avoid repetition of subject matter in mixed age classes.

**Medium term** planning states clearly the objectives to be learned on a weekly basis and the resources needed. Suggested activities that would meet these objectives are included where possible. We also state the focus for assessing how well children are doing against these objectives. At the end of each planned block of work teachers will make a judgement and record how well children have done against national standards.

**Short term** planning is a lesson by lesson detailed guide of how each objective and is to be taught and how each learning outcome is to be achieved. This will be customised to serve the individual needs of the children to be taught. Teachers will need to consider how best to ensure learning for all children,

arrangement for particular children, details of adaptations of tasks to suit the needs of the most and least able and how other adults may be used to support learning. When planning work for children and special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). On-going assessment will inform this planning so that teachers are aware of prior attainment and the next steps for individuals and/or groups of children. On our planning sheets we record those pupils who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. We evaluate all lessons so that we can modify and improve our teaching in the future.

We set academic targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of the academic year and use records of ongoing assessments to make a judgement about levels of attainment in each subject. This will be reported to parents along with targets for future achievements. It also allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

The Headteacher, Teachers, subject leaders, Keystage co-ordinators, Deputy Headteacher and Learning Support Assistants will be involved in regularly tracking the progress that children make and will use this information at a termly review to establish priorities for improvements in standards for individuals, cohorts and the whole school. Revised targets will be set in these fields and published as appropriate to parents and Governors.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy. 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 children.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our Teachers and Learning Support Assistants in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

### **3. Effective Monitoring of Practice**

We believe that in order to raise standards and secure improvement for all pupil that monitoring of teaching is a fundamental part of school self-evaluation linked to pupil tracking, performance management and staff continuous professional development. Teaching practice is monitored each term in a number of ways and may involve observation of a whole lesson or part lesson:

- Headteacher lesson observations
- Inspector (HIAS and Ofsted) lesson observations
- Deputy Headteacher lesson observations
- Key Stage Leader lesson observations
- Peer mentoring

#### **4. The Role of Governors**

Our governors determine, support, monitor and review the school policies on teaching. 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 policy through the school self-review processes. These include reports from Phase Leaders, Subject Leaders, Classteachers and Headteacher reports to the Curriculum Committee and Full Governors as well as a review of the in-service training sessions attended by our staff.

#### **5 The Role of Parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding Learning Consultation evenings to explain our school strategies for teaching across the curriculum
- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school
- Sending regular 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 homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigation work.
- Sending information regarding education via newsletters.
- Distributing booklets on particular teaching and learning strategies to parents

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.
- Fulfil the requirements set out in the home/school agreement.

#### **6. Monitoring and Review of this policy**

This policy is supported by other policies in school, particularly those on feedback for learning, behaviour management, equal opportunities, special educational needs, communication with parents and subject policies. We are aware of the need to review the school teaching 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.

**This policy was reviewed (date): February 2006 & February 2007**

**This policy will next be reviewed: February 2008**

**Signed (Headteacher):** \_\_\_\_\_

**Signed (Chair of Governors):** \_\_\_\_\_

**Date:** \_\_\_\_\_