

William Read Primary School Teaching & Learning Policy 2014

Our Vision is to build foundations for every child to fulfill their potential in life.

Our Mission therefore is to create an inclusive environment encouraging forward thinking, determined, successful pupils, who will draw inspiration from each other.

Pupils will develop lifelong skills to use in an ever changing world and understand that working together in an honest and respectful partnership is the way forward.

Our core values are: respect, teamwork, responsibility and achievement.

Our motto: If we believe we will achieve

(created by the pupils of William Read Primary School)

Introduction

At William Read Primary School we believe in the concept of lifelong learning and the idea that both adults and pupils learn new things every day, experiencing successes and failures along the way to develop a resilience and passion for learning. We also encourage our pupils to challenge themselves and not be afraid to take risks in all aspects of learning. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives.

Aims and objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable pupils to become confident, resourceful, enquiring and independent learners;
- foster pupils' self-esteem and help them build positive relationships with other people;
- develop pupils' self-respect and encourage pupils 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 pupils to understand their community and help them feel valued as part of this community;
- help pupils grow into reliable, independent and positive citizens;
- enable pupils to work collaboratively, as a team, and to recognise that we are all unique

Effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that best suit them. We offer opportunities for pupils to learn in many different ways. We encourage pupils 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 and what can enhance or restrict their learning. Pupils are given dedicated time to respond to marking and self and peer access their work.

Effective teaching

When teaching we focus on motivating the pupils and building on their skills, knowledge and understanding of the curriculum. We base our teaching on our knowledge of the pupils' level of attainment. We ask the pupils what they would like to learn and what they already know about a particular aspect of the curriculum. We encourage them to ask questions they would like answered when embarking on a new topic. Our prime focus is to develop further the knowledge and skills of the pupils. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for pupils with special educational needs we give due regard to information and targets contained in the pupil's Graduated Plan which are negotiated with the pupil, parents and professionals. We have high expectations of all pupils, and we want them to achieve to their highest potential. Through a graduated child centered approach we ensure parents are involved in the targets so they can support their child at home and at school. Parents are informed half termly to determine if their child has met their targets or if they need to be revised.

We set academic targets for all pupils across the year. These are shared with pupils and parents. We continuously review the progress of each child and adjust the targets accordingly at appropriate times.

We plan our lessons with clear learning objectives and encourage pupils to develop their own success criteria. We take these objectives from the National Curriculum and national strategies. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the pupil's progress and understanding. All lessons are differentiated to meet the needs of all pupils so they can make good progress. This is evidenced in their books, input during the lesson and progress over time. We evaluate all lessons so that we can modify and improve our teaching in the future.

Our teachers meet with our SENCo and a member of the Senior Leadership Team on a half termly basis for pupil progress meetings. Pupils in their class are discussed and specific targeted interventions are put in place for some pupils and monitored closely. Teachers are aware of the targets for their pupils and their accountability for all pupils in their class to make good progress.

All classes have a confidential class information file. This is a clearly labeled orange ring binder which holds the following information:

- information sheet for the following with photos of the pupils under the headings

Girls	Boys	Statement	SEN	AMA	EAL	Pupil Premium

- photos of pupils with medical needs, e.g. asthma, diabetes
- photos of pupils with behavioural needs
- supply teacher information sheet
- Behaviour Policy

The class information file should be left on the teacher desk so that it is accessible for supply teachers, HLTAs, governors and monitoring visits.

Our teachers establish good working relationships with all pupils in the class. We treat the pupils with kindness and respect. We treat them fairly and give them equal opportunity to take part in all class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with pupils the class code of conduct. We expect all pupils to comply with these rules that we jointly devise to

promote the best learning opportunities for all. We praise pupils for their efforts and we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When pupils misbehave we follow the guidelines for sanctions as outlined in our positive Behaviour Policy. We ensure that all tasks and activities that the pupils do are safe by carrying out relevant risk assessments. Pupils are encouraged to manage their own risk and become responsible learners.

Teaching Assistants and other adult helpers are used as effectively as possible to enhance teaching and learning. Teaching Assistants are aware of the specific needs and targets of the pupils they are working with.

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. All classrooms are well resourced and we believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and produces high-quality work by the pupils.

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 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.

The Role of Governors

Our Governors determine, support, 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-review processes. These include reports from subject leaders and the regular Headteacher report to Governors, as well as a review of the Inset training sessions attended by our staff;
- evaluate the school's single plan on a termly basis.

The Role of Parents

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

- termly invites to parent consultations;
- information to parents at the start of each term in which we outline the topics that the pupils will be studying during that term at school;
- termly summary report;
- mid term full report;
- invitation to share work;
- invitation to class assemblies, achievement assemblies, attendance assemblies and workshops;
- explaining to parents how they can support their children with homework.

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 ready for school with the correct uniform, curriculum resources 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;
- follow school policies outlined on our website.

Adopted: Autumn 2014

Review: Autumn 2016

Alison Walpole
Chair of Governing Body