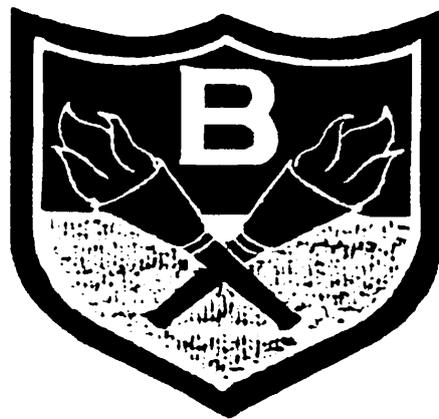


Beaconsfield Primary School



Learning and Teaching Policy

Approved by Governors
Review date

June 2011
June 2013

Beaconsfield Primary School

Learning Teaching and Policy

Introduction

We are aiming to encourage children to enjoy learning, think, question, solve problems and develop enquiring minds and a sense of responsibility.

Learning

Children learn well when their previous learning is built on; different learning styles (visual, auditory and kinaesthetic) are taken into account; and thoughtful challenging questions are posed. We aim to help children become thinkers through offering a wide variety of experiences.

We recognise that learning extends beyond the school and that the family is crucial in supporting learning. Children learn best in school when the following are in place:

- Parents – provide structure and routine at home (appropriate discipline)
- Children’s physiological needs are met (i.e. good diet, a good night’s sleep, love, attention)
- Community work together
- Play opportunities – developing imagination / books and toys
- Support from an extended family
- Good role models / support from siblings
- Pre-school opportunities
- Children’s television programmes / media
- Access to learning resources e.g. library / internet at home
- Space to learn / positive learning environment at home
- Visits to places of interest e.g. seaside, park etc
- Extra curricular activities e.g. sports, dance, Brownies
- Pets support an understanding of learning to care

However we understand that these conditions do not exist for all children. Through our “school based” activities and our extended provision we aim to offer excellent conditions for learning to ensure all children are successful. We take account of every child’s circumstances to facilitate high quality learning.

For learning to be effective in school children must have a safe, healthy, stimulating and secure learning environment, including regular access to water. We aim to support and promote learning in the following ways: -

1. Structures and Routines

- 1.1 Well organised and resourced classrooms
- 1.2 Classroom routines
- 1.3 Class Rules and School Rules
- 1.4 Displays
- 1.5 Resources

2. Planning and Teaching

- 2.1 High quality planning with clear learning intentions
- 2.2 Very good quality teaching
- 2.3 Thinking skills

3. Relationships

- 3.1 Relationships between peers and with adults
- 3.2 Home/School Liaison

4. Monitoring

- 4.1 Assessment and Targets
- 4.2 Monitoring

5. Additional Provision

1. Structures and Routines

Well organised and resourced classrooms

Within each classroom the following general procedures will be observed:

- Children's trays with clear labels
- Organised resources which are labelled and accessible
- Group based resources – pencils, rulers, coloured pencils etc
- Books / Resources on desks before lessons
- Furniture arranged in groups which facilitates mobility
- Learning Aids e.g. Word Banks, Number Lines, Number Squares, Times Tables, Key Vocabulary for topics (available for use)
- Class and Health and Safety information clearly displayed
- Names of groups on display
- Demarcated areas for subjects
- Interactive, attractive displays covering a range of subjects
- Monitors/class helpers to promote responsibility
- Stimulating Book Corners with a range of books
- Traffic Lights
- West Play Activities (maintained tidily)

Suggested Charts for Classroom Display

Mission Statement

Classroom Rules

Traffic Lights

Class helpers/Monitors

Groupings – Maths and English

Others - Key Stage 1

Parts of the Body

Colours

Weather Chart

Days of the Week

Months of the Year

Seasons

(Some of the above may be applicable to Year 3)

1.2 Classroom routines

To encourage an effective learning environment classroom need to have routines such as:

- A member of staff to collect and lead pupils to and from the playground/hall and dining room
- Orderly lines from the playground
- Organising children in the cloakroom area/corridors
- Children know where to go for the beginning of each lesson
- Morning Starter Activities
- Systems for moving around the room entrances/exits
- At the end of the day all pupils are accompanied by a member of staff to the playground where they are collected by parents/carers
- Procedures for homework
- Reward system for working well – Stars / Stickers /Table Points/Golden Book/KS Assemblies
- Use of Support Staff / Parent Helpers
- Classes, groups or individuals must never be left unsupervised
- Rota for wet playtimes/lunchtimes

Lunch times

Reception and Key Stage 1 children are led across to the playground by a member of staff and SMSA. The midday assistants bring classes in to dining room.

Key Stage 2 children are taken to the playground by a member of staff. Children line up and have lunch per the rota

1.3 Class rules

As outlined in the Behaviour Policy each teacher is to draw up their own 5 rules in conjunction with the children at the beginning of the school year and display them clearly in the classroom. Positive behaviour is promoted in the following ways: -

- Word rules may need to be made more explicit
- Use of Traffic Lights/Student of the day
- Set up clear goals with pupils – what they want to achieve and how they can do it
- Communication of expectations to parents
- Home /School Agreements
- Signs in general areas with school and playground rules

For more clarification refer to the Behaviour Management policy.

1.4 Displays

Every classroom should contain a range of subject material and work on display that is of a high standard. All children who have worked to the best of their ability should have their work reflected in displays including EAL and SEN pupils. This should include work related to each of the core subjects and the other foundation subjects (IPC) covered within the half term. These should be preferably changed each half term.

Displays to be changed half termly on a rolling programme to suit topics being taught.

There are clear guidelines to ensure all displays celebrate learning and pupil achievements. (Refer to display policy for details)

- Resources ready and available
- Children know where to find appropriate resources and how to choose them to encourage independence
- Timetable on display and followed
- Clearing up at the end of the lesson/day (each class is responsible for ensuring room is left tidy)

1.5 Resources

Resources are held in labelled topic boxes with an inventory for each box. Resources are located in the Resources Room and managed by the Resources Staff Member

2. Planning and Teaching

High quality planning, with clear learning intentions

Computerised Planning

All curriculum maps, half termly and weekly planning should be available on the shared staff drives of the curriculum network.

Long Term Planning

The school has a whole school curriculum map, which shows topics/subjects covered from year 1 to year 6, and is supported with references to the QCDA Documents, the IPC, LPC Files, National Frameworks and the National Curriculum.

The EYFS curriculum is based on Progress for Planning 2, which builds on children's previous experiences and learning within the family.

Weekly ½ Termly

These Plans are written in half termly or termly blocks for all subjects.

Literacy and Numeracy plans should cover all strands each half term, as directed by the strategy documents. Science plans should include AT1 in all knowledge-based programmes of study.

Timetables

Timetables should indicate all regular activities e.g. assemblies, PE times, Literacy and Numeracy Lessons, ICT, Music and Collective Worship.

They must reflect a balanced curriculum, based on the school time allocation.

Short Term Planning

Staff produce weekly plans for Literacy, Numeracy and the Foundation Subjects on an agreed format. Joint planning with cross year group partners for IPC helps to ensure consistency and effective delivery.

Staff need to consider the following when planning:

- To take account of evaluation and assessment from previous lessons
- Schemes can provide lessons/activities
- Clear objectives / Success Criteria
- Lively pace and appropriate timings
- Introduction/development of the lesson (including demonstrations)
- Curriculum targets (school, Group and Individual)
- Activities to match objectives
- Opportunity of pupil involvement at all stages Talk / response / writing partners/ “show me” strategy / peer evaluation
- Reference to key vocabulary
- Indication of timing for each part of the lesson
- Work matched to pupil abilities (SEN/EAL/Extension)
- High level questioning with challenge
- EAL Planning Codes
- Reference to IEPs
- Interesting resources which visual / real (where possible) and stimulating
- ICT – the use of the Interactive Whiteboard and individual children IT resources
- Planning for Support Staff/other adults
- Groupings
- Effective Plenary (see guidelines)

Evaluations

Evaluations of lessons need to be completed regularly and should reflect whether or not the learning objectives have been achieved. Completed evaluations should be filed in the planning files. Evaluations should inform future planning.

Foundation Stage

Foundation Stage planning needs to take account of the above as appropriate but must also incorporate first hand experiences and provide meaningful contexts to develop important dispositions to learning. There should be equal planning for indoor and outdoor activities.

Planning Files

Medium and short-term plans should be placed in green class planning files. The Key Stage and Curriculum leaders will monitor files regularly.

Very good quality teaching with appropriate pace.

Good and Outstanding teaching includes appropriate planning and lessons, which have clear learning objectives. Learning objectives need to be made clear to the pupils at the beginning of each lesson. All lessons should offer pace, challenge the pupils, set appropriate time / quantity / quality targets and have a focussed beginning, middle and end. Marking and presentation should be in line with the school ‘Marking & Feedback Policy’.

The following points should be incorporated into classroom practice:

- Good subject knowledge to enable clear explanations
- Children receptive and ready to learn
- Effective organisation and appropriate resources
- Objectives and success criteria communicated at the beginning of the lesson (on the board)
- Good questioning techniques which build on previous knowledge and are open ended
- A variety of teaching strategies
- Challenging activities to keep children interested
- Interactive activities to suit individual needs
- EAL and SEN pupils to have activities linked to the objective at their ability levels
- High expectations of quality/quantity of work
- Activities to match objectives
- Good pace with time targets communicated to the children
- A teacher focus group
- Teacher Assistant focus group
- Liaison with the Teacher Assistant re: lesson objectives
- Teacher to monitor other groups to ensure progress
- Management of Behaviour – stating expectations
- Use of Traffic Lights and Stars /Table Point / Merits System, etc
- Children trained in classroom routines to facilitate independent work
- Assessment to inform future planning
- Inviting displays to promote learning
- Effective Plenary
 - refer to objective
 - address misconceptions
 - assess children's progress
 - celebrate achievement
 - questions/answers to involve all abilities (AFL)
 - separate activity to demonstrate learning
 - next step/lesson
 - homework/follow up

Not all these features will occur every time but a significant proportion is required to deliver an effective lesson.

Thinking skills

All staff should encourage children to develop thinking skills by incorporating the following into lesson plans: -

- Develop through broad range of questions
- Questions need to be open ended e.g. how, why, what, what if etc.
- Getting children to make decisions re layout, presentation.
- Using pair and share strategies, feedback decisions to class.
- Children to work in mixed ability group.
- Interactive displays.
- Using a variety of creative teaching techniques to induce different response i.e. kinaesthetic, visual and auditory.
- Planning problem solving and open-ended activities.

3. Relationships

3.1 Relationships between peers and with adults

High expectations of both staff and pupils should be maintained at all times. This should involve expectations of behaviour in class and around the school, the quality and quantity of work achieved, clear learning objectives and compliance with agreed school rules and practice.

- Teachers should support each other in the playground or assembly hall
- Involve parents in all aspects of school life
- Praise and encourage work
- Positive attitudes to Behaviour
- Circle Time
- Traffic Lights
- Reward systems
- Class rewards – Tidy class, Best line etc.
- Certificates for the Golden Book / Key Stage assemblies
- Model how to diffuse incidents
- Be consistent
- Show respect to each other
- Progressive strategies for dealing with poor behaviour

Further strategies and ideas for promoting positive relationships are outlined in the Behaviour Management, Anti-Bullying and Race Equality policies.

3.2 Home/School Liaison

We recognise parents as the first educators of their children and we value their supportive role. We aim to develop home/school liaison through:

- Parent Support Adviser working with parents
- Parent and Toddler Group
- The nursery toy library system
- Reading diaries, particularly in reception, Key Stage 1 and lower Key Stage 2
- Regular homework, as detailed in the homework policy
- Parent Workshops
- Written report to parents (Summer term)
- Informal meetings as required
- Celebrating cultural diversity – International Evening and Focus Week Celebrations
- A good range of extra curricular activities
- Parents Interviews with teachers (Autumn & Spring term)

Staff at Beaconsfield realise that not all parents speak English as their first language. Whilst recognising this as an additional skill for many, we acknowledge that these families may require additional support. We try to offer support to these families through a variety of strategies which are outlined in our Racial Equality and Mid-Phase Admissions Policy.

Homework is considered to be a valuable element of the teaching and learning process and therefore children are encouraged to work at home on a regular basis.

4. Monitoring

4.1 Assessment

The Assessment Co-ordinator, in conjunction with the Headteacher and SLT, produces an assessment timetable at the beginning of each year to determine pupil progress and aid target setting process.

The Assessment policy outlines specific details and class assessment folders contain pupil data.

4.2 Monitoring

The school has a well-defined monitoring policy, where planning children's work and teaching are reviewed within clear frameworks. Staff undertaking monitoring to focus on pupils learning within lessons and over longer periods of time.

5. Additional Provision

We provide a considerable range of additional support to help break down any barriers to learning and difficulties with home circumstances:

- | | |
|------------------------|--|
| 5.1 Extended provision | After school activities (Year 1 – Year 6)
Homework clubs for target children
See section on Home /school Liaison |
| 5.2 Parent / Community | Good links with the Community
Celebrating cultural diversity – International Evening / Focus Week Activities
Workshops for parents |
| 5.3 Within School | Self Esteem Groups
Anger Management
Clinical Psychologist Service
Mid-Phase Admissions Procedures
Liaison with Secondary Schools (Transition)
Rewards – Stars / merits/ Golden Book/certificates/ class rewards
High profile Citizenship Week
Emphasise on health education
An exciting curriculum including high quality educational visits
Additional support groups for literacy and numeracy
Additional adult support within classes |
| 5.4 For Every Child | Knowing each child well and taking account of their individual circumstances for learning and behaviour |