

WYKE PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

INTRODUCTION

Throughout their time at Wyke Primary School children will be learning. This learning will not just happen in lessons but also within the day to day routines and events that take place as the pupil progresses through the school. We need to ensure that each child's learning experiences at Wyke are positive and supportive in order to achieve our school aims. Learning should be challenging, rewarding and enjoyable. Teaching should be relevant, creative and enthusiastic.

This document lays the foundation for the child's whole school experience and forms the context in which other policies should be read.

AIMS OF THE SCHOOL

"Caring for children's achievement"

WYKE PRIMARY SCHOOL provides a happy, stimulating learning environment where every child is valued. We seek to develop the aptitudes, skills and knowledge which will help pupils achieve their true potential through praise, encouragement and high expectations of work and behaviour.

We aim to:

- Provide a broad and balanced curriculum with a sound grounding in the basic skills of literacy and numeracy, together with the independence and confidence to apply these skills.
- Foster lively, enquiring minds and enthusiasm for learning by treating children as individuals and building on their success.
- Make all children feel valued and respected so they can be confident safe and secure: willing to seek help in the understanding that overcoming difficulty is part of the learning process.
- Develop, through example and explanation, a sense of responsibility, self-discipline and respect - for one another, the school and the community.
- Support children to make sensible choices and adopt healthy lifestyles.
- Show the importance of socialising and collaborating indiscriminately with sensitivity, consideration and humour.
- Encourage aesthetic and spiritual awareness in a Christian atmosphere.
- Allow children, staff, parents, governors and the community to share in our achievements and take pride in our school.

SCHOOL ETHOS ~ CREATING A LEARNING CULTURE

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos by providing an environment that is:

- Calm, well ordered and effective, in which each child can achieve his or her maximum potential.
- Welcoming, in which courtesy, kindness and respect are fostered.
- Fair and disciplined, in line with the school's behaviour policy. Rules and routines can be very simple and simply applied, but essential to good discipline is consistency and clarity. Children should understand that they have rights and that these rights carry responsibilities.
- Stimulating, setting the climate for learning, an exciting, vibrant classroom promotes independence and high-quality work by the children.
- Supportive, allowing the children to make and learn from mistakes.
- Empowering, giving pupils a voice in different aspects of the running of the school.

Staff will provide positive and professional role models by:

- Maintaining purposeful and informative planning, record keeping and assessment documents, in line with the school's policy.
- Developing appropriate links with the wider community and other institutions.
- Providing children with meaningful, purposeful tasks related to the National Curriculum programmes of study and Foundation Stage Curriculum.
- Valuing and celebrating pupils' success and achievements.
- Recognising the importance of personal, social and emotional aspects of learning
- Reviewing personal and professional development by undertaking appropriate INSET, training and support in order to ensure a high level of professional expertise.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring 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 and the wider national and global community;
 - recognise the importance of modelling rights and undertake a rights respecting approach in their classrooms and throughout the school.
- help children grow into reliable, independent and positive citizens.

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

Approximate guide to time allocation per week averaged over the year

SUBJECT	KEY STAGE 1			KEY STAGE 2		
	HOURS / WEEK	HOURS / YEAR	%	HOURS / WEEK	HOURS / YEAR	%
English	6.5	247	30%	6	228	25%
Maths	5	190	23%	4.75	180.5	20%
Science	1.75	66.5	8%	2.75	104.5	12%
D & T	0.75	28.5	3.5%	1	38	4%
ICT**	0.75	28.5	3.5%	1.25	47.5	6%
History	1	38	4.5%	1	38	4%
Geography	1	38	4.5%	1	38	4%
Art+Design	1	38	4.5%	1	38	4%
Music	0.75	28.5	3.5%	1	38	4%
PE	1.75	66.5	8%	1.75	66.5	8%
RE	0.75	28.5	3.5%	1	38	4%
MFL				0.5	20	2%
PSHE/SEAL	0.75	38	3.5%	0.75	28.5	3%
TOTALS	21.75	826.5	100%	23.33	886.66	100%

*May include circle time, visits and visitors not directly related to an area of the curriculum, all of which contribute to a broad and balanced curriculum.

**The allocation of time for the ICT curriculum will be incorporated into the planning for other areas of the curriculum, alongside planning of explicit ICT lessons.

EFFECTIVE TEACHING

At Wyke teachers employ a range and balance of teaching styles. We have high expectations and provide support, encouragement, positive reinforcement and praise; giving all children opportunities for success both in and out of the classroom. We plan our lessons with clear learning objectives, which are shared with the pupils. When teaching we focus on motivating the children, building on their existing skills, knowledge and understanding, creating secure foundations for subsequent learning.

Our teaching is based on our knowledge of each child's level of attainment. We strive to ensure that all tasks set are relevant and appropriate to each child's ability. Day to day assessments are used to inform future planning and teaching. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs) and those pupils who feature on the gifted and talented provision map.

Personal targets are regularly set for the children throughout the year and we share these targets with children. We more formally review the progress of each child in October, February and at the end of the academic year with parent consultations in the Autumn and Spring Terms. Summative assessments and targets are used to monitor individual progress and determine whole school priorities for raising attainment.

Teachers deploy Learning Assistants and other adult helpers as effectively as possible working with individual children or with small groups.

Activities show a balance in terms of individual, group and whole class work. In order to ensure effective matching of tasks to needs, teachers will employ a variety of techniques.

- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Didactic teaching
- Interactive teaching
- Listening

- Brainstorming
- Providing opportunities for reflection by pupils
- Providing opportunities for repetition / reinforcement
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Using a range of communication strategies ~ verbal and non-verbal
- Providing opportunities for pupils to review their own learning
- Providing appropriate opportunities for children to choose their own areas and/or level of learning

Teachers manage time effectively; the structure and pace of the lesson should vary to cater for the full range of abilities within the group, ensuring all children, including the most able, are challenged while providing time for others to consolidate their learning.

With audiences for their work children will have purpose and be able to understand the relevance of the work. We should exploit the use of audiences within and outside of schools to ensure that pupils' work becomes as meaningful as possible as often as possible.

Each classroom will be equipped with resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard / area, and will be regularly audited by the Curriculum Co-ordinators. Consumables will be replenished as necessary. Staff may contact Curriculum Co-ordinators with suggestions for specialist materials, which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

EFFECTIVE LEARNING

Children enter school at different stages of development. They learn in different ways and at different rates of progress. We need to develop strategies that allow all children to enjoy success and learn in ways that best suit them. There are many ways of looking at learning styles. Pupils may prefer a visual, auditory, kinaesthetic/tactile way of learning. Psychologists also identify different areas of intelligence e.g. linguistic, mathematical, visual, kinaesthetic, musical, and interpersonal/emotional (Appendices 2 & 3).

In order to take into account these different forms of intelligence and learning styles teachers should ensure they present information in a variety of ways, making effective use of resources and ICT, to fully involve all children in their own learning. In the course of learning children develop their skills through:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Research and finding out
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

It is important that the appropriate teaching method is employed for the learning event so that the lesson objectives are most effectively met. Teachers should ensure that learning incorporates different styles, with emphasis on first-hand experience.

- group work;
 - pair work;
 - independent work;
 - whole-class work;
 - one to one learning with an adult, or more able pupil
 - asking and answering questions;
 - use of the computer;
 - fieldwork and visits to places of educational interest;
 - creative activities;
 - watching television and responding to musical or recorded material;
 - debates, role-plays and oral presentations;
 - designing and making things;
 - participation in athletic or physical activity.

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. They need to value and evaluate their learning and be willing to seek help in the understanding that making mistakes is part of the learning process. Children learn more when there is a clear purpose in their learning and a clear understanding of why they are being asked to do any activity. Children are, therefore, encouraged to evaluate and improve their own work in relation to their learning targets.

The classroom will be organised to facilitate learning and the development of independence. Teachers will use a variety of strategies, often in combination, to differentiate the curriculum:

- **Task:** setting work appropriate to the pupils' ability which will allow children to be given sufficient challenge by the task although some will be working at levels above or below expectations for their age.
- **Teacher / adult support:** when pupils are given different levels of support from the teacher or teaching assistant to enable them to successfully complete a set task.
- **Input:** adjusting the didactic part of the lesson to give additional time presenting more challenging concepts to the more able or offering further explanation to the less able while other children move on to work independently.
- **Outcome:** although the task may be similar for all children the learning outcomes / targets will be matched to the children's ability.

Strategies for differentiation will be detailed in weekly planning.

Assessment

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the school Assessment Policy. Pupils learn well when learning is carefully planned, based on what they know, understand and can do. When pupils know where they are, what they need to do next to improve, they are clearly involved in the assessment for learning (formative) process. Pupils are also encouraged to reflect and act on feedback from adults and peers. Assessment of learning (summative) is the use of data to inform the individual learning strategies for pupil progress.

ROLES AND RESPONSIBILITIES

Governors' Role

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 school policies promote good quality teaching.

Parents' Role

In line with our Home School Agreement, parents are encouraged to support their children's learning by:

- ensuring children attend school regularly and punctually and give reasons for any absence;
- ensuring children are properly prepared and equipped for school;
- supporting children at home with reading and other opportunities for home learning;
- keeping the school informed about concerns or problems which may affect children's behaviour;
- attending parent consultations and taking advantage of other opportunities to find out about and support the work of the school;
- Presenting a positive image of the school to the child.

The School's Role

To help children achieve their potential we will agree to:

- provide a balanced curriculum and meet individual needs;
- provide a caring, stimulating and happy learning environment;
- keep parents informed about the school curriculum and events;
- keep parents informed about their child's achievement and progress through regular reports and meetings;
- let parents know about any concerns or problems that may affect their child's work or behaviour;
- contact parents if there is a problem with attendance or punctuality;
- encourage children's enthusiasm for learning and provide opportunities for them to develop their work at home.

Together we encourage high standards of work and behaviour and develop a sense of responsibility and a caring approach towards others.

CONCLUSION

The quality of teaching and learning is highly valued at Wyke Primary School as was recognised in successive OfSTED reports:

"teachers make learning interesting and fun"

"Pupils demonstrate just how much they enjoy school by the pride they take in their work and their exemplary attendance. They are extremely well behaved and polite and have very good attitudes to learning. These qualities, together with excellent relationships and a calm and happy atmosphere, ensure a good climate for learning. The Headteacher, staff and governors are determined to reach the highest possible standards in all aspects of the school's work and they are well on the way to fulfilling their aim".

"Outstanding opportunities for the enrichment of the curriculum are strength of the school"
(OFSTED June 2010)

However, with a dip in KS2 progress in 2012, OfSTED deemed that the school 'Required Improvement'. This was a huge disappointment and we are united in our determination to restore the school's good reputation and status. We strive to improve standards, continue to have high expectations and give each and every child confidence that they can succeed in order to provide a truly outstanding education for the children entrusted to our care.

This Teaching and Learning Policy will be reviewed regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the environment of the school.

September 2013

Wyke Primary School 'Non-negotiables'

...the things that learning in Wyke Primary School must have.

<p>The teacher must:</p> <p>Have consistently high expectations Deliver high quality, well paced lessons which are stimulating, inspiring, creative and fun! Encourage excellent behaviour using positive strategies Ensure learning is differentiated, accessible and relevant for everyone Assess pupils regularly using Assessment For Learning (AFL) and formative assessment to good effect. Know and share the next steps for every child setting individualised and challenging targets. Enable all children to make progress every lesson Have a good subject knowledge and keep up to date with current trends Plan and prepare learning; liaising effectively with support staff Be aware of, and cater for, every child's needs, including special needs, behaviour issues, background etc Use resources and support staff effectively Keep children safe and secure</p>	<p>Learners must:</p> <p>Feel engaged and involved in their learning Know and understand their next steps to make progress and 'get good at this' Be able to use ICT to support their learning Be co-operative Understand expectations of work and behaviour Develop independent learning skills Try their best , believing in themselves as learners Be able to take risks and improve their learning Be prepared, knowing what support and resources are available and use these to further their learning Be encouraged to be reflective and take a pride in their achievements Respect the school and the learning environment</p>
<p>Learning must:</p> <p>Be fun Have a "WOW" factor Have meaning and purpose Be active and practical Be engaging, exciting and inspiring Enthuse and involve everyone Include time to think and time to practise Be achievable while offering challenge and support Be well planned, resourced and differentiated Be varied; taking into account all learning preferences - exploiting opportunities for pupil led, cross curricular activities Lay firm foundations for the future</p>	

Support staff must:	Assessment must:
<p>Share high expectations</p> <p>Make a significant contribution to learning</p> <p>Be flexible and adaptable</p> <p>Have informed planning; know what the lesson objective is and the expectations for the children</p> <p>Be actively involved in the lesson and classroom organisation</p> <p>Focus on the child's individual needs and encourage them to self assess their progress becoming independent learners</p> <p>Be deployed effectively to support a wide range of groups/individuals.</p> <p>Lead intervention strategies according to need</p> <p>Be positive and enthusiastic and use their initiative.</p> <p>Effectively liaise and feed back to class teachers</p> <p>Be approachable to pupils and parents respecting confidentiality.</p> <p>Have their own professional needs met</p>	<p>Be purposeful, regular, rigorous and consistent</p> <p>Be manageable, accurate and honest</p> <p>Be used to inform planning of the next steps for all groups and individuals</p> <p>Identify strengths and gaps in learning, tracking progress for all children</p> <p>Be shared with the children in a positive, constructive and understandable manner.</p> <p>Be related National Curriculum levels and objectives and used to compare achievement and progress against other schools.</p> <p>I</p>

Written and agreed by staff in September 2013.

Those who prefer a visual learning style...

- like looking at wall displays, books etc.
- often recognise words by sight
- use lists to organise their thoughts
- recall information by remembering how it was set out on a page.

Those who prefer an auditory learning style...

- like the teacher to provide verbal instructions
- like dialogues, discussions and plays
- solve problems by talking about them
- use rhythm and sound as memory aids.

Those who prefer a kinaesthetic learning style...

- learn best when they are involved or active
- find it difficult to sit still for long periods
- use movement as a memory aid.

Those who prefer a tactile way of learning...

- use writing and drawing as memory aids
- learn well in hands-on activities like projects and demonstrations.

INTELLIGENCE

Body/Kinaesthetic Intelligence

This intelligence is related to physical movement of the body. Body/kinaesthetic intelligence is awakened through physical movement such as in various sports, dance, and physical exercises as well as by the expression of oneself through the body, such as inventing, drama, body language, and dance.

Interpersonal Intelligence

This intelligence operates primarily through person-to-person relationships and communication. Interpersonal intelligence is activated by person-to-person encounters in which such things as effective communication, working together with others for a common goal, and noticing distinctions among persons are necessary and important.

Intra-personal Intelligence

This intelligence relates to inner states of being, self-reflection, metacognition (i.e. thinking about thinking), and awareness of spiritual realities. Intra-personal intelligence is awakened when we are in situations that cause introspection and require knowledge of the internal aspects of the self, such as awareness of our feelings, thinking processes, self-reflection, and spirituality.

Logical/Mathematical Intelligence

Often called "scientific thinking," this intelligence deals with inductive and deductive thinking/reasoning, numbers, and the recognition of abstract patterns. Logical mathematical intelligence is activated in situations requiring problem solving or meeting a new challenge as well as situations requiring pattern discernment and recognition.

Musical/Rhythmic Intelligence

This intelligence is based on the recognition is based on the recognition of tonal patterns, including various environmental sounds, and on sensitivity to rhythm and beats. Musical/rhythmic intelligence is turned on by the effect of music and rhythm on the brain, including such things as the human voice, sounds from nature, musical instruments, percussion instruments, and other humanly produced sounds.

Verbal/Linguistic Intelligence

This intelligence is related to words and language both written and spoken. Verbal linguistic intelligence is awakened by the spoken word, by reading someone's ideas thoughts, or poetry, or by writing one's own ideas, thoughts, or poetry, as well as by various kinds of humour such as "plays on words," jokes, and "twists" of the language.

Visual/Spatial Intelligence

This intelligence, which relies on the sense of sight and being able to visualise an object, includes the ability to create internal mental images/pictures. Visual/spatial intelligence is triggered by presenting the mind with and/or creating unusual, delightful, and colourful designs, patterns, shapes, and pictures, and engaging in active imagination through such things as visualisation guided imagery, and pretending exercises.