

Selsdon Primary and Heavers Farm Primary

Teaching and Learning Policy 2016

OVERVIEW

At Heavers Farm and Selsdon Primary Schools we aim to provide an interesting and relevant curriculum. We aim to promote a learning culture where everyone has a desire to learn and has the opportunity to succeed. We believe that feedback and marking should provide constructive feedback to every child and is an integral part of their learning. We will put in place a strategy for the assessment of pupils' achievement to measure attainment that will enable all pupils make rapid progress. We will ensure that all pupils have an equal opportunity to take part in the life and work of the school.

OPPORTUNITIES

We aim to offer opportunities for children to:

- Investigate and solve problems
- Research
- Ask and answer questions
- Use technology
- Debate, role-play and give oral presentations
- Design and make things

Throughout the day, pupils may engage in whole-class work, group work, paired work and independent work. We make good use of 'talk partners' and we model, encourage and praise cooperative learning.

LEARNING COMMUNITY

Parents are our pupil's first and most influential educators. We believe that parents and carers have a fundamental role to play supporting the learning their children are engaged in at school.

We communicate with parents in a variety of ways including newsletters, school reports, formal meetings and informal chats at the door. We keep parents informed of successes and any concerns we may have. Teachers are always available to discuss issues as they arise. We have regular parent workshops where parents are invited in to work alongside their children and learn more about a particular subject area. Our blogs give information about the school and celebrates recent events.

We encourage and respect pupil voice. Each school has a School Council which meets regularly and makes recommendations and undertakes work to improve their school. All staff make sure children have opportunities to raise concerns and voice opinions. Children's opinions are regularly sought through questionnaires, feedback and discussions.

We have a whole host of regular visitors who contribute to our learning community. We provide a learning environment for training teachers from The Institute of Education and Teach First. Appraisal is a well-established practice for all staff to reflect on their strengths and opportunities to develop skills and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice. Staff are committed to their continuing professional development.

Our governors monitor how effective teaching and learning strategies are in terms of raising pupil attainment and through the school self-review processes. They are kept informed by visiting the school, as well as attending meetings and reading reports from the staff.

INCLUSION

We are inclusive schools where the achievements, attitudes and well-being of every person in the school matter. This is made evident in our ethos and values. All staff aim to overcome any barriers to learning.

As a staff, we constantly reflect on how and what we are teaching. We have high teaching style, expectations of behaviour to ensure that every child is feeling confident happy and secure. Recognising and celebrating success through assemblies, displays and performances is very important. We ensure that we offer a broad range of opportunities for everyone to shine.

HIGH EXPECTATIONS

We have high expectations of staff in terms of commitment and professionalism, classroom organisation and personal expectations of the children. Our classrooms are attractive learning environments. All classrooms have learning walls for literacy, maths and topic/science. These reflect the lessons being taught in these subjects and should include good examples of work. The quality of work expected from the children is high.

ASSESSMENT

A Learning Intention is made explicit in each session so that children understand the purpose of each lesson. At the end of each lesson, children are guided to assess their progress and discuss and often record how they have achieved in relation to the Learning Intention.

Teachers are constantly assessing; they observe, ask questions and work with groups and individuals throughout the day. Children are encouraged to self and peer assess against the Learning Intention.

We also use summative assessments of learning, where the children are assessed against national standards. We use a variety of methods and use the results to record progress and to predict future levels of achievement.

Each term, all teachers record the achievement of skills in reading, writing maths and science each individual pupil. Teachers meet termly with the Leadership Team for Pupil Progress Meetings in order to discuss the progress of each child and identify ways to remove barriers to learning. Teachers meet with parents and carers individually to discuss progress throughout the year.

OUT OF SCHOOL LEARNING

Our schools encourage a range of out of hours learning opportunities. These may be provided by school staff, volunteer helpers or outside organisations. They may vary term to term according to expertise and time available. Examples include:

- Tae Kwondo
- Basketball
- Music
- Football
- Gymnastics
- Spanish
- Dance
- Drama
- Singing

We have a Breakfast Club every morning and an after school club every evening.

HOMEWORK

We consider working at home an important part of learning

- To encourage self-discipline and personal organisation
- To bridge the gap between home and school
- To allow parents and carers direct involvement in their child's learning.

Teachers send home a homework book each week. All children are expected to hand their homework in on time each week.

We expect children to read their chosen school reading book at home every day, and to make a note of their reading in their reading diary.