

West Street Primary & Nursery School Teaching & Learning Policy 2017/18

MARK – PLAN - TEACH

Introduction

At West Street Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. 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 appropriate teaching and learning experiences help children to lead happy and rewarding lives encouraging them to become lifelong learners and successful citizens in an ever changing and evolving society.

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 children to develop their skills and abilities to their full potential. We consider the raising of standards of achievement, social, moral and spiritual development to be the foundation of good teaching. We believe that each individual child should be given the opportunity to achieve their full potential. This can be achieved through good teaching practice and planned learning, targeted at the children's needs. All staff take responsibility for raising standards in basic skills. We value every member of our learning community; governors, parents, staff and the children who attend the school.

We acknowledge that children come to school with diverse knowledge and from different social and cultural backgrounds. At West Street all children are valued and supported. This policy clearly sets out the principles of learning that the staff consider to be important for West Street Primary School.

Children learn best when:

- They are happy, confident and independent in a secure caring environment to which they feel they belong.
- They know and understand the learning targets and objectives.
- They have a sense of self-worth, feel confident in asking questions and are encouraged to use thought processes as part of their learning.
- The assessment procedures are supportive, positive, diagnostic and constructive based on the recognition of the child's efforts and achievements.
- They are valued as individuals and their work is positively assessed, with appropriate feedback, by the teacher, their peers and themselves, dependent upon their age, aptitude and ability.
- There are opportunities to work in a variety of situations; as individuals, or groups, with the teacher on a one to one basis, in a small group or whole class.
- The needs of individuals are assessed and supported through planned learning, advice and support from all staff and other external agencies.
- There are clear monitoring procedures.

- Clearly defined policies on behaviour and discipline are in place and consistently implemented by all members of staff.
- The children are respected and respectful and have a sense of ownership about their learning and community.
- An environment exists which enables children to feel happy, safe, secure, stimulated, motivated and healthy.
- The teachers are reflective and enjoy a collegiate relationship with colleagues, which enables them to consider their own teaching pedagogy and its strengths and weaknesses through training and development of all staff within the school.
- The school and parents work in partnership and the parents are actively involved in their children's learning.
- The children have access to a variety of teaching approaches, experiences and challenges.
- The children are equipped with the skills necessary to become independent learners.
- The classroom structure is made explicit and routines, expectations and targets are clear.
- The children experience consistency in all aspects of discipline and behaviour.
- The children value themselves and others regardless of race, culture, colour, gender, religion or ability.
- There is a shared understanding of high expectations to ensure that all children achieve their full academic potential.
- They have access to a wide variety of resources to aid them in their work

Effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We aim to offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of computer technology;
- fieldwork and visits to places of educational interest;
- visitors to school
- creative activities;
- use of digital 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.

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school long term curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group in line with the National Curriculum 2014.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We conduct all our teaching in an atmosphere of trust and respect for all.

To this end we have developed nine key principles which should be evidenced in all areas of our school to maximise the impact of teaching and learning across school these being :

- 1) Children are respected and respectful and have a sense of ownership about their learning community.
- 2) An environment exists which enables children to feel happy, safe, secure, stimulated, motivated and healthy.
- 3) The teachers are reflective and enjoy a collegiate relationship with a colleague, which enables them to consider their own teaching pedagogy and its strengths and weaknesses through training and development of all staff within the school.
- 4) The school and parents work in partnership and are actively involved in their children's learning.
- 5) The children have access to a variety of teaching approaches, experiences and challenges.
- 6) The children are equipped with the skills necessary to become independent learners.
- 7) The classroom structure is made explicit and routines, expectations and targets are Clear and consistently applied.
- 8) The children experience consistency in all aspects of discipline and behaviour.
- 9) The children value themselves and others embracing all i.e. races, cultures, colours, genders, religions or abilities.

Our Mastery approach to Teaching and Learning

The Mastery-learning model forms the basis of our approach to traditional teaching. This means spending greater time going into depth about a subject as opposed to racing through the things that all children should know. Previously, racing through content lead to some children having large gaps in subject knowledge because the concept they had just learnt was either too big or learnt too quickly. As a primary school, it is our duty to ensure that children have an absolutely solid, concrete understanding of subject knowledge and skills as well as being emotionally resilient for secondary school.

At West Street, we have the confidence to take learning at a steadier and deeper pace,

ensuring that all children make maximum progress, as well as providing deeper and richer experiences for children who are above the national expectation for their age. We focus on all children achieving what is expected of their age group and not going beyond this. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative to really understand it. Simply going beyond their age group does not guarantee they understand something, it just means they have heard it. At our school only a few children will be taught content from the year group above them, they will spend time becoming true masters of content, applying and being creative with new knowledge and skills in multiple ways.

Learning Environment Child's Learning Experience Teaching Strategies to Promote Learning

Adults model appropriate behaviour.
Well organised classroom and resources.
Clear expectations of behaviour/work.
Mutual respect.
Work valued and displayed throughout the school.
Marking of work shows appreciation of effort put in.
An appreciation for the whole learning environment.
To have a positive sense of whole school community/ achievement.
Time is used effectively
Children expect to be challenged –
They accept that learning is a journey and they are 'not there yet'
Children feel appreciated by the adults that they work with.
Children are encouraged to value the classroom equipment.
Display a positive attitude in their work and behaviour.
Problems dealt with by negotiation and talk.
All staff will model correct behaviour.
Children agree and abide by the class and school rules.
Working together collaboratively and co-operatively.
Value opinions.
Children give their best work all the time.
Children value the good work of others and are constructive in how their peers can improve.
Children will know that their next step of learning maybe in the marking of their work and realise that the teacher is encouraging them to move forward.
Children are encouraged to give their ideas and opinions as to how we can improve the school both internally and externally.
The children will be proud of their school and their role within the school and also of their teachers.
The children will want to wear their school uniform.
Children enjoy being 'challenged'.
Encourage children to listen to each other and promote a balance of gender, ethnicity and ability.
Teachers keep the classroom organised and tidy, well labelled and accessible to all children.
Teachers set the standard of appropriate care of resources by explanation and modelling.
Teachers have a high expectation of achievement and behaviour. Praise and encouragement are given where appropriate. I.e. age, ability.
Teachers encourage the ownership of the rules by the children and use the rules consistency.
Teachers value the learning that children can come to the classroom, realising that they are not just empty vessels waiting to be filled.
Displays will be of a high quality to ensure children appreciate that their work is valued.
The teacher will mark the children's work in accordance to the school marking policy.
Teachers will encourage the children to become involved in various projects and to take part themselves where time and energy permits.
The teachers encourage a positive opinion of the school as a whole and its achievements.
Encourage children to wear the correct school uniform.

An environment exists which enables children to feel happy, safe, secure, stimulated, motivated and healthy.

Learning Environment Child's Learning Experience Teaching Strategies to Promote Learning

Children have access to adult support within and outside of the classroom.
Classroom and corridor wallboard displays, which reflect work from children of all abilities.
Displays of reward charts or team points, and presentations of certificates at assemblies.
The building is secure, well signed and the staff and children are aware of emergency procedures.
Appropriate sized furniture and well ventilated rooms.
Ample drinking water available.
Information and promotion of healthy lifestyles are displayed.
Time is used effectively.
Promotes the 'power of yet'
Children feel able to access support from classroom teacher, teacher assistant and lunchtime supervisors.
Enabling students from all classes to appreciate other student's work.
Children participate enthusiastically in all aspects of school life.
The children will aspire to do their very best.
Children know who to go to if they have a problem.
The children will feel comfortable in their learning environment.
Children will take up the opportunity to drink water.
Children will have a knowledge base of what a healthy lifestyle entails and will
Be aware of the consequences of unhealthy living.
Differentiated questioning/learning tasks enabling all children to take risks and feel successful.
To show work is valued through appropriate displays, e.g. use of mounting, redrafting and ICT.
Merit certificates reflect a range of achievements.
The teacher is aware of the medical and emotional needs of the children.
Teachers refer children to outside agencies where special help is needed.
Teacher shows a positive, caring and enthusiastic approach to their children.
Use of charts, team points, merit certificates and stickers.
The benefits of exercise and healthy living are promoted within the curriculum.

The teachers are reflective and enjoy a collegiate relationship with a colleague, which enables them to consider their own teaching pedagogy and its strengths and weaknesses through training and development of all staff within the school.

Learning Environment Teaching Strategies to Promote Development

Management SMT Support and Development

Staff development:
Courses/ CPD Plan
Staff led training related to learning experiences from CPD courses.
Critical self-evaluation.
NQT statutory training.
Planning structure.
Teachers evaluate and review their own projects.
Co-ordinators will support and evaluate development.
Staff disseminate knowledge information and ideas from courses.
Reflective practitioners.
Commit to whole school improvement and self-development.
Building children's' confidence and self esteem to promote learning.
Share curriculum specialism or personal interest with whole staff.
Teachers will plan and evaluate according to school policy. More informed classroom practice through self-evaluation and team leader feedback.
Sharing ideas, good practice, sharing of workload, subject knowledge widening and team support.
Evaluate effectiveness of projects.
Ensure staff awareness of initiatives and current philosophies.
Development linked to Whole school development plan.
Organisation of staff meeting and group/phase meetings.
Through formal and informal discussions teachers are encouraged to constructively reflect and improve their own practice.
Ensure through discussion observation and negotiation appropriate steps/ training/targets are set with individuals ensuring ongoing progress of all staff.

Examine outcomes for whole school trends and respond accordingly.
Monitor and evaluate the effectiveness in line with teaching and learning order to raise standards of achievement.
Collaborations within 'Seven Stars' group.

The school and parents work in partnership and are actively involved in their children's learning. Learning Environment Child's/Parents Learning Experience Teaching Strategies to Promote Learning

Open door policy.
Regular contact with parents on yard/ gates etc.
Parents/family helping in the classroom, outings and extracurricular.
Good attendance at Parent's Evenings and class assemblies.
Utilising skills of parents in school.
High level of response to letters/ information sent home.
Development of Web site Facebook, etc.
Parents are aware of opportunities available for their development within the school.
Positive attitude towards the school and work with high expectations.
Keen interest in extra-curricular activities.
Homework and independent research supported.
Regular attendance.
Interest and support in the child's work and continuing development.
Sharing resources from home.
Uptake of workshops and opportunities by parents.
Parents and children have a positive attitude to the school.
Parents will acknowledge receipt of reports.
Children and parents to abide by the home/school agreement.
Parents and children can share any concerns.
Development of website/social media to communicate with parents
Appropriate organisation of groups/ individuals to work with parents.
Teachers are approachable.
Teachers encourage parental support within the classroom.
Teachers set appropriate homework.
Teachers pass on a positive expectation that children will attend everyday.
Child/family participation is encouraged for fundraising functions.
Staff point parents to the relevant advice documents.
Teachers will report positively, focussing on actions for development/ improvement.
Teachers will abide by the home/ school agreement.
Mark – Plan - Teach

The children have access to a variety of teaching approaches, experiences and challenges.

Learning Environment Child's Classroom/ Learning Experience Teaching Strategies to Promote Learning

Within the classroom there will be a variety of whole class, group and individual teaching incorporating open and closed questioning in discussion work as well as direct teaching.
Children have access to a variety of media and learning resources, including visitors and visits.
The classroom atmosphere is purposeful.
Teachers will use a variety of learning styles in order to ensure that all children have access to their learning.
Children aware of 'the power of yet'.
Children will access learning as part of whole class and groups as well as individual targeted work and support when requested.
Children will take part in lessons where activities include practical, written and verbal tasks, linked where appropriate to I.C.T./computing
Children will be interested, motivated and confident.
All children will be able to access their learning.
'Mark-Plan-Teach' informs learning.
Teacher will plan for and organise learning groups for whole class, independent and supported work demonstrating differentiation according to ability.
Teacher will use a variety of media to engage pupils utilising cross-curricular links.
Teacher will be aware of "where the child is at" and will set appropriate tasks.
Teachers appreciate that within their class there will be visual, auditory and kinaesthetic learners.

The children are equipped with the skills necessary to become independent learners.

Learning Environment Child's Classroom/ Learning

Experience

Teaching Strategies to Promote

Learning

Children are able to access resources independently.

Teachers are able to work with focus group/individuals without interruption.

Create an atmosphere where constructive criticism is accepted and acted upon – 'Fix it' challenges

The atmosphere in the classroom encourages risk taking (Development of 'Growth Mindset').

Children will recognise and select appropriate equipment to use to aid learning.

Children will develop strategies that allow them to work independently of the teacher; using reference books, asking a friend etc.

Children are encouraged and taught to constructively evaluate their own and others work

All opinions and ideas are valued.

Teacher/adult to model appropriate use of resources.

Children are given tasks that require independent individual/group organisation skills.

Realistic tasks and time limits will encourage persistence.

Feedback whether written or verbal form adult or peer should appreciate the child's efforts and move them on.

Children are taught to question and enquire confidently.

The classroom structure is made explicit and routines, expectations and targets are clear.

Learning Environment Child's Classroom/ Learning

Experience

Teaching Strategies to Promote

Learning

Classroom rules displayed.

Resources clearly labelled and returned correctly.

Calm and ordered atmosphere.

Consistency in behaviour and discipline throughout the school.

Child will know what to do, how to do it, when to do it, where to do it, where to get resources and how to look after these.

Children are encouraged to 'make mistakes' as part of learning

Plan in setting up/tidying up times.

Daily ordered routines are taught and maintained throughout the year.

Time is used effectively.

The children experience consistency in all aspects of discipline and behaviour.

Learning Environment Child's Classroom / Learning

Experience

Teaching Strategies to Promote

Learning

Class rules on display.

Children are responsible for their behaviour and care of their environment. They welcome visitors and show good manners when addressing each other and adults.

Behaviour modifications/sanctions are consistent throughout the school/ classrooms/ playground/dining hall and in line with school policy.

Children collaborate on writing of rules.

Children are caring and supportive of each other and adults and accepting of sanctions when they do misbehave.

Expected behavioural standards are reinforced constantly in classrooms and assemblies.

Support children's ideas and promote ethos of school while writing rules.

Model caring, supportive and respectful behaviour in dealings with adults and children.

All staff should be aware of expectations and consistently praise good behaviour/special effort, individual, class or whole school with reference to school behaviour policy.

The children value themselves and others embracing all i.e. races, cultures, colours, genders, religions or abilities. Learning Environment Child's Classroom / Learning Experience

Teaching Strategies to Promote Learning

Reflects the diversity of society and challenges existing stereotypes and promoting tolerance and empathy.

Welcoming and accessible to all.

All children are expected to achieve their full potential.

All staff model appropriate behaviour.

The school discipline policy reflects this principle.

Opportunity is given for children to discuss the principle.

Equalities Policy followed

Appropriate books, music, posters, artefacts etc.

Where artefacts are of special significance they should be given respect.

Reflects the positive ethos of the school.

Ownership of classroom and whole school areas.

Physical needs are appropriately catered for.

Curriculum should be accessible to all.

The children should see that the adult supports the child's concerns regarding antisocial behaviour.

Classroom and school rules are displayed and discussed frequently.

Effective listening to all members of the school community develops a safe and secure atmosphere.

Awareness of the necessity for: books challenging stereotypes, questions are aimed at all, equal access to all activities.

A positive approach is taken to both work and behaviour. This is reflected in the school marking policy.

Children respond and grow when praised.

Planning is specific to the needs of the individual. Support systems are in place, such as the use of TA's.

Teachers deal with intolerance in a sensitive fashion.

The images we present and the language that we use will develop a respect for positive differences.

All staff use the strategies in place to counter all forms of harassment and bullying.

The children are positively encouraged to think, talk about and question the issues within this principle.

Circle time discussions and activities,

SEAL, PHSE scheme, Citizenship and assembly times.

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 meetings with subject leaders, governors
- monitoring and the termly headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

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 parents' evenings to explain our school strategies for teaching English, maths and assessment;
- sending information to parents at the start of each term in which we outline the topics and key knowledge 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 investigative work.

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.

Use of learning support staff

The role of support staff is to support the children's learning and ensure, together with the class teacher, that they make progress. The teacher manages the adults and engages them in tasks that optimise the quality of learning in the lesson.

The key role of other adults in the classroom is to enable pupils to participate effectively in the lesson. Prior to the lesson the teacher will brief support staff so that they are aware of

1. the key outcomes
 2. The child or group with whom s/he will work
 3. The outcomes which apply to those pupils
 4. The nature of the activity to be undertaken, including key questions and recording
- Support staff feedback to the class teacher and make suggestions for future learning.

Monitoring and review

We are aware of the need to review the school teaching and learning 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. We will review our policy during the Summer Term 2017/18.

West Street Primary School teaching & Learning Policy 2017/18

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Appendix 1 - Our Teaching & Learning Non Negotiables

KEY AREA 1: KNOWLEDGE AND UNDERSTANDING OF PUPILS

Basic non negotiable practice

- § An acceptance of, and interest in, the individuality of each pupil
- § A belief in equal entitlement and opportunity for all
- § Consistent and appropriate expectations of behaviour and attainment
- § A range of teaching styles and strategies
- § Awareness in curriculum planning which takes account of pupils' experiences, locality, abilities and developmental stages
- § Pupils' work is marked regularly against shared learning intentions
- § Awareness of the range of factors which may be impacting on individual pupils' ability to learn such as health or family concerns, child protection issues, bereavement, acting as a young carer or absence

Good practice

- § A wide range of teaching and learning styles which match the learning styles of the group
- § Flexibility within the curriculum, shaped through dialogue with pupils
- § Lessons which are responsive to pupil interest/needs and which change pace, direction and pitch to meet those needs and hold their interest
- § Pupils aware of the possibility of shaping the curriculum
- § All pupils are challenged through the curriculum
- § The teacher will take calculated risks to extend pupil learning
- § A wide range of assessment and data analysis informs teaching
- § Use of individual, group and class targets
- § Marking gives clear suggestions for improvement
- § Fun and humour used in teaching
- § Enthusiasm of all pupils is valued and nurtured
- § Confidence and lack of tension in teacher and pupils

KEY AREA 2: ORGANISATION AND GROUPING OF PUPILS

Basic non-negotiable practice

- § Classroom routines and ground rules are made clear to all pupils and adults working in the classroom
- § A range of behaviour management strategies are used
- § Groupings are explicit and referred to in planning
- § Decisions about the size and formation of teaching groups are based upon the subject matter and/or the learning needs of the pupils concerned
- § Additional adults involved in teaching are well briefed
- § Variety of groupings used: whole class, ability, friendship, individual
- § Children are given clear instructions as to what is expected of them

Good practice

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- § Pupil grouping and adults are used to actively promote learning and to keep pupils on task
- § The amount of teaching time to be given to particular groups is planned for and is communicated to pupils
- § Effective routines and organisation in groups allow teachers to focus on teaching
- § Planning indicates the link between the organisation and management of the classroom and the resources

- § Teachers are able to relate their choice of grouping to the aspect of a subject being taught
- § The organisation of the room supports learning and is easily changed to meet pupils' needs
- § Adult support is shared appropriately between the groups
- § Sometimes groups are formed in order to give pupils experience of leadership and responsibility by helping other pupils less skilled or knowledgeable
- § Pupils have opportunities to engage in collaborative work

KEY AREA 3: PLANNING

Basic non-negotiable practice

- § Clear expression of what the children should learn in the lesson
- § Use of the words 'be able to', 'know' or 'understand'
- § Activities which demonstrate a clear link to the learning objective
- § Reference to the range of needs in the class and how they are to be met
- § Planning for the role and use of supporting adults
- § The time required for activities
- § Links between current teaching and previous lessons
- § A range of activities over both a day and a week
- § Clear links between long, medium and short term planning

Good practice

- § Learning objectives are narrow and explicit
- § An even clearer match of activity to learning
- § The range of teaching strategies to be used, with a particular focus on different types of questioning
- § Reference to preferred learning styles
- § Evidence of imaginative links and activities
- § An indication of the amount of teaching time to be given to particular groups/ individuals

KEY AREA 4: ETHOS AND RELATIONSHIPS

Basic non- negotiable practice

- § Liking pupils
- § A sense of moral purpose
- § Pupils at the centre of the curriculum
- § Simple classroom routines and effective behaviour management
- § Displays of pupils' work relevant and changed regularly
- § An understanding of equalities issues and their impact on pupil learning
- § Knowledge of pupils and their particular circumstances
- § Positive relationships within the whole school community

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Good practice (teaching)

- § Relevance of the curriculum- teaching rooted in pupils' experiences
- § Liking, respect and enjoyment of all pupils and adults is evident
- § Feedback to pupils about ongoing and completed work and behaviour with consistency and clarity of expectation
- § Pupils' work is moved forward by marking
- § Targets for individuals and groups
- § Teachers and pupils are receptive and willing to learn
- § Teachers make good use of body language, eye contact and voice to keep control and encourage learning
- § Teachers know when to intervene
- § Teachers use pupils to reinforce particular points
- § Pupils take pride in their work and are motivated to complete work to an acceptable standard within time limits

Good practice (impacting on whole school community)

- § Good relationships across pupils, teachers, support staff, volunteers, admin and premises staff
- § Teachers sharing ideas
- § Ability to take risks
- § High input and 'presence' of all teachers around the school
- § Staffroom atmosphere- discussion/networking about children
- § Inclusion of support staff in the above
- § Fun

KEY AREA 5: HIGH EXPECTATIONS

Basic non-negotiable practice

- § Has explicit long term aims and objectives for pupils' learning
- § Communicates the intended learning and standards to be achieved
- § Poses an acceptable level of challenge and pace throughout each lesson
- § Plans lessons and activities which reflect relevant content and appropriate pitch
- § Demonstrates an understanding of equalities issues and their impact on learning
- § Uses questions which focus pupils on their learning

Good practice

- § Plans activities which engage pupils in a range of learning experiences and styles
- § Communicates explicitly the pace, amount and quality of work required
- § Balances the range of strategies to maintain challenge for all pupils
- § Uses a wide range of questions/questioning
- § Encourages pupils to formulate and ask questions
- § Builds in an expectation of success
- § Ensures that pupils understand how and why they learn and that 'making mistakes' is an integral part of the learning process
- § Allows pupil choice in working and recording
- § Encourages pupils to evaluate their own work
- § Allows pupils to play a part in identifying future learning needs

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- § Uses analysis of assessment to modify immediate teaching and future teaching
- § Displays work from a range of abilities which demonstrates process as well as finished product
- § Does not accept first attempts as sufficient
- § Builds relationships in which asking for more effort is not seen as negative
- § Demonstrates an enthusiastic approach to learning

KEY AREA 6: TIME MANAGEMENT

Basic non-negotiable practice

- § Clear classroom routines
- § Acceptable pace and challenge in a lesson
- § Variety for pace of the work in the lessons
- § Planned work is allocated the right amount of time so it can be completed
- § Time is allowed for plenary or evaluation
- § Pupils are on task

Good practice

- § The teacher is able to manipulate the use of time and adult support to ensure it responds to and reflects the learning needs of pupils
- § Teaching time for groups/individuals is identified on plans
- § In focused teaching the pace responds to pupils' understanding
- § Independent work is timed, focused and completed

- § The plenary is allocated the right amount of time and emphasis to reflect it's purpose
- § Pupils are required to work at a good pace with an understanding of the quality and quantity of work expected of them by certain deadlines
- § Pupils are given clear instructions as to what is expected of them within a given time
- § The teacher systematically monitors the work undertaken
- § All pupils are on task, interested and involved

KEY AREA 7: RESOURCES

Basic non-negotiable practice

- § A safe and organised learning environment
- § Resources which pupils can and do use to support learning
- § Well maintained and sufficient numbers of resources
- § Pupils find resources accessible and available when required
- § There are established routines for finding, using and returning resources
- § Pupils are taught how to use resources properly, with regard to health and safety and respect for personal property

Good practice

Good teachers use resources in a more flexible and differentiated way taking on issues such as:

- § Resources being tidily stored, clearly labelled and accessible to teacher and pupils as appropriate.
- § Care is taken to ensure equipment is cared for and that pupils take responsibility for obtaining and clearing away resources
- § Teacher varies presentation of resources knowing when they need to be laid out for pupils and when pupils need to choose time, resources, space;
- § Additional adults are well used and managed to promote the learning of specific knowledge and skills and keep pupils on task

Core beliefs re Learning Environment

The surroundings in which children learn can greatly influence their academic performance and wellbeing in school

- § The better the school looks, the more it inspires the people inside it
- § Pleasing surroundings will definitely lead to better attendance, improved concentration and a healthy dose of motivation and self-esteem
- § Staff need to have an outstanding environment which is adaptable to their day-to-day professional needs
- § The more attractive, well-lit and colour co-ordinated school classrooms are, the better pupils will feel
- § A well cared-for classroom can make pupils feel that what they achieve and how they themselves are perceived is important