

Salmestone Primary School Teaching and Learning Policy



Salmestone
Primary School



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Name of Responsible Manager Headteacher: Mr N Pantling	

Introduction

At Salmestone we believe that the quality of teaching has the greatest impact on our children's learning and the standards that they attain. The aim of this policy is to collate and summarise the good practice in teaching and learning that is expected at Salmestone. In providing this information, we seek to sustain improvement, embed high expectations and raise standards achieved by all.

Aims

All pupils, regardless of the traditional barriers to success, have the opportunities and resources to achieve their academic aspirations.

- Enable children to become confident, resourceful, enquiring and independent learners
- Foster children's self-esteem and help them build positive relationships with other people both peers and adults
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others including respect for all cultures
- To build effective links between the school, the child's home and the community which promote aspiration and high expectations
- Help children grow into reliable, independent and positive citizens
- Take pride in their work and the work of others
- To ensure children have a high level of literacy and mathematics and an enquiring mind which wants to learn
- To develop independent young people who are confident, flexible and able to cooperate with others

Planning for Teaching

To ensure that teaching is of the highest standard at our school, teachers should aim to make maximum use of lesson time and coordinate lesson resources well. In practice this means:

- use diverse methods to engage and maintain children's attention.
- use a multi-sensory approach to their teaching
- use a variety of strategies which encourage pupils to become active learners - 100% participation 100% of the time (use of talk partners, thumbs up/down approach, personal white boards RWInc strategies such as: wherever there's a queue do a review, My Turn Your Turn, Turn to Partner, popcorn, wave) Basically a no hands up approach (see English policy)
- differentiate tasks and activities that require learners to think and develop their understanding either individually or collaboratively
- use an appropriate balance of oral and written work
- use the Salmestone Passport to celebrate first hand experiences, such as visits, artefacts and guest speakers, to complement their teaching (under current COVID conditions this may not be possible).
- share and reinforce, throughout lessons, learning objectives and success criteria with children and other adults in the classroom
- make cross curricular links in their teaching, so as to encourage 'joined up thinking' to integrate learning and subjects
- develop strategies to enhance and aid memory and retention of information.

- develop language with an emphasis on subject specific vocabulary
- cater for Gifted and Talented children within classes, seeking advice from the INCLUSION LEAD
- teach with timing and pace in all lessons including the use of mini-plenaries as appropriate.
- use a range of teaching delivery strategies (whole class, small groups, individuals)
- effectively use all support staff within lessons and interventions.
- allow pupils opportunities to be reflective learners, creating time for them to review marked work and adjust their work accordingly for the better (see marking and feedback policy)

At Salmestone, teachers should plan together wherever possible and ensure that planning:

- is in line with the new Primary Curriculum delivering a high quality, creative, flexible and relevant curriculum.
- is in line with all and any schemes which the school has taken on (for example Maths Mastery, Destination reader, Daily reader, RWInc, Talk4Writing)
- is supported by good subject knowledge
- is influenced by the needs of the pupil group, including the awareness of age related expectations, the prior knowledge, experiences, interests and attainment of the class, group and individuals
- is informed by ongoing assessments during lessons and units of work, as well as summative assessment findings
- is evaluated in terms of pupil engagement and pupil outcomes
- is up to date, stored and accessible on SAL SHARED drive

Organisation of Learning for Pupils

To prepare for their own learning, children at Salmestone (with the support of their parents/carers) should:

- arrive at school on time and be prepared to learn
- be dressed appropriately for school
- have had sufficient sleep
- have had breakfast before coming to school, or inform an adult if this has not happened
- have completed all work set for home and return to school where appropriate (read and practice times tables every day)

In School, good learners should:

- be ready to listen and learn at the start of every session.
- always follow the school's expectations and school values (Perseverance, Inspiration, Community and Attainment)
- always give the best of themselves.
- be understanding of each other as individuals including cultural differences that exist
- represent themselves and their school with pride
- work without distracting themselves or others.

- inform an adult if they feel uncomfortable or unsafe at any time while in school.

The Learning Environment

A good learning environment sets the climate for learning and enables all children to access the curriculum. Salmestone learning environments should:

- be welcoming and inviting to both children and adults.
- support and challenge learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning (see English, Maths and curriculum policies for specific details of expectations)
- celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum. It should help raise self-esteem and confidence.
- be stimulating and thought provoking with the use of interactive displays and resources and different zones within each classroom, which encourage children to explore, investigate and play. (under current COVID conditions this may not be possible)
- be warm, comfortable and clean with the provision of suitable, functional furniture and fittings.
- be a place where children feel they belong and can foster a sense of pride within it.
- use human resources effectively: teaching assistants, students, work experience students and volunteers.
- be safe and hazard free, both emotionally and physically.
- encourage cooperative and collaborative learning and good working relationships, through the flexible use of space and the ability to adapt to whole class, group and individual learning. (under current COVID conditions this may not be possible see Risk assessments)
- have age appropriate class rules in line with school rules at the start of each academic year.
- be calm, well managed and safe places for all
- be well organised and uncluttered, using all available space to the best advantage.
- be left in a tidy manner at the end of each day.

Relationships at Salmestone

We believe that promoting positive relationships throughout school has a positive effect on the amount of learning that takes place. We know that effective learning cannot take place in a climate of fear, mistrust or insecurity. We therefore ensure that the relationships in our school community support learning because they:

- are positive and promote a classroom climate where learners feel supported to take risks and try their best
- ensure that children feel comfortable with making mistakes and learning from them
- support and foster collaborative working and the sharing of ideas
- are warm and welcoming regardless of ability, age, gender, cultural background and race

A Good Learner

At Salmestone we believe that a good learner is someone who:

- participates in all activities to the best of their ability
- works well in a variety of groupings as well as independently when appropriate
- concentrates and focuses on the task in hand
- listens carefully to both teachers and their peers
- asks questions
- finds out about new things
- responds to instructions sensibly and appropriately
- will attempt tasks independently but knows when to ask for help
- checks they have understood
- can explain their thinking
- tries different ways to solve a problem
- completes work in time set
- works towards achieving lesson LOs, self- assessing and evaluating their own performance
- shares their enthusiasm and interests with peers and staff
- completes homework and home reading activities and returns them to school on time
- records work neatly and tidily, using school handwriting scheme and presentation policy and guidelines, to inform their efforts.
- Responds positively to adult feedback and strives to fill gaps in their learning (see marking and feedback policy - use of purple pens)

Target Setting and Tracking

We track individual pupils' progress, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessment and test results.

- Strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate.
- Data is collected following assessments and is shared with the staff and pupils.
- Pupil progress meetings are held on a regular basis (termly) to identify strengths and weaknesses in performance and to identify CPD requirements.
- Pupil voice is central to target setting and the review of performance and is thus monitored.
- Parents/carers receive regular updates on their child's progress so that they can provide support and encouragement as appropriate.
- School leaders monitor pupil progress through regular learning walks, pupil interviews as well as book and planning scrutiny.

Evaluation, Assessment & Record Keeping

Teachers should aim to:

- mark all work in line with the school marking and feedback policy at all times, using school agreed and shared marking codes
- encourage pupil marking where appropriate to the age of children and the task involved.
- review and evaluate children's work, feeding back to pupils in an age appropriate manner
- assess attainments and identify 'next steps' required, in order to plan more effectively
- use outcomes of tests, if and when administered, to inform future planning, assess learning and evaluate teaching. Following each test undertaken ,a gap analysis will be produced. Teachers MUST analyze this document, select key focus areas for future lessons and add the word 'GAP' to their plans where this is being taught. These areas will be a focus during monitoring to assess if gap areas are being improved.
- use different types of testing, both formative and summative.
- encourage pupil self- assessment
- ensure all written work carried out by children reflects school presentation policy
- report informally to parents when appropriate
- report formally to parents via organised meetings
- give a written report to parents once per year
- meet with relevant teachers and use transfer information to aid transition between Key Stages and classes
- moderate the 'levels' that children are working at by observing examples of work with colleagues, to inform decisions
- submit teacher assessments to staff meeting moderation sessions and L.E.A./academy moderation sessions as required
- contribute to the review of the school's work and performance in preparation for the School Development Plan
- participate in the review and development of School Improvement Projects and School Development Plans

Children should aim to:

- self-assess and evaluate their own work when appropriate
- read marking comments written by adults, and act upon them/discuss them as necessary
- listen to verbal feedback and act upon it so that work improves.
- participate in constructive discussions about work with staff / peers
- evaluate constructively, the work of others, acting as a 'critical friend'
- prepare for and compliment learning by learning spellings, doing their homework, reading Home/School Reading Book, and carrying out research as directed

Personal & Professional Development

The Leadership Team at Salmestone, will endeavour to support all staff in their aim to:

- continue development of skills and extend knowledge and understanding, as a classroom support, as a teacher, as a coordinator and as a manager
- develop a willingness to take on new ideas and change
- evaluate the appropriateness of new initiatives for children in our school by talking with colleagues, piloting ideas and reviewing projects
- attend courses linked to School Development Plan
- read to keep up to date on current thinking and initiatives in education
- meet with other colleagues in their own and other schools, so as to enter into professional dialogue and share best practice.
- be professional at all times and reflect the aims and visions of the school in terms of both dress and conduct (see school code of conduct)
- be conscious of the importance of a positive school profile when meeting and communicating with parents, representatives of the local community and external agencies

All staff at Salmestone, will also strive to support all pupils as they aim to:

- develop personal key skills
- develop a willingness to take on new ideas
- develop a willingness to change and accept change
- be proud of their work and efforts
- celebrate and acknowledge the work and efforts of others
- demonstrate the same high standards of behaviour towards all members of our school community (see school behaviour policy)
- take responsibility in school, for example, register monitors and school prefects/councillors
- articulate opinions in an appropriate manner to staff and school prefect/councillors, governors and visitors

Other links to encourage and support effective teaching at Salmestone

We will endeavour to encourage and support effective teaching at our school via:

Home, School, Community Links

- encouraging parental and community volunteers into school (under current COVID conditions this may not be possible in person)
- encouraging involvement of parents in the education of their child(ren) through planned curriculum workshops, 'drop in' sessions and sharing of termly learning passports (under current COVID conditions this may not be possible in person)
- listening to information parents can give us about their child(ren)
 - informing parents honestly, effectively, clearly about attainment, in oral and written, formal and informal manners

- preparation of suitable homework and the encouraging of parents to help with it
- sending home with all families regular newsletters
 - writing letters to each class welcoming them to their new teacher and year group (July).
- involving the Pastoral manager and SEN team in matters involving our families and children who require support
 - making strong and relevant links with local cultural and religious leaders

Links to and with Governors

- encouraging their involvement and input where and when appropriate
- developing and supporting link governors and the role within day to day school life
- communicating effectively and appropriately with staff governors

Staff Links

- having appropriate conversations with and reporting any concerns (via CPOMS) regarding the safety of all our pupils and families, to our Designated Safeguarding Leads
- involving the Inclusion lead and SEN team in planning to meet the needs of individuals and in accessing appropriate external services for pupils
- arranging and organising formal meetings and transfer discussions between parents / carers, other schools and external agencies

Other Agencies

We will aim to create, promote and sustain links, for the benefit of all our pupils, with external agencies such as:

- School Health Advisor.
- Trust Schools.
- Educational psychologist.
- Speech therapists and language support workers.
- EWOs
- Local PCSOs

Social workers

- Playgroup leaders.
- Community groups.