

# Burnhope Primary School

## Teaching and Learning Policy

This policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

### **Teaching and Learning**

We believe that children learn best when they:

- are happy
- are interested and motivated
- achieve success and gain approval
- are given tasks which match their ability
- clearly understand the task
- are confident, feel secure and are aware of boundaries
- are challenged and stimulated

### **Teaching**

Teachers value all pupils irrespective of their ability, race, gender, age or achievement.

Teachers will endeavour to:

- promote effective and positive interaction with pupils
- promote high expectations
- plan lessons which have clear objectives which are communicated effectively to pupils
- use a range of teaching styles
- use a range of questioning (*see appendix*)
- recognise and manage effectively the support of other adults in the classroom
- use well timed interventions to help the pupils make good progress
- provide feedback to pupils about their progress
- ensure that the assessment strategies are implemented and records relating to agreed criteria and agreed areas of learning are kept
- recognise the importance of health and safety
- acknowledge and make the best use of the contribution of parents, the community and work carried out at home

## **Learning**

Children will have the opportunity to:

- work individually, in groups and as a class
- make decisions
- work co-operatively
- solve problems
- be creative
- discuss their ideas
- develop social skills
- develop independence
- use initiative
- receive support
- achieve academically

**The Learning Environment will be:**

- challenging and stimulating
- peaceful and calm
- happy and caring
- organised
- well resourced

**Children should be encouraged to develop organisational skills and independence through:**

- appropriate tasks
- confidence building
- example
- co-operation
- provision of suitable opportunities
- responsibilities

**Display in the school should be used to:**

- create an attractive and stimulating environment
- include work on different aspects of the curriculum
- reflect the individual child's efforts as well as ability
- sometimes be interactive

## **Routines and rules**

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- clearly understood

- fair and consistent
- realistic and positive

## **Achievement**

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life by:

- verbal or written praise by teachers, peers, Head teacher and parents
- displays of work
- opportunities to perform or share
- encouraging self esteem
- the awarding of stickers and certificates
- celebrating achievements in assembly

## **Planning**

Teachers are expected to produce long, medium and weekly plans which are regularly monitored by the Head teacher and Curriculum Coordinators.

Literacy and Numeracy are planned using the appropriate strategy documents and suggestions for mixed age planning from Durham PIAT.

Foundation subjects are planned using suggestions from QCA schemes of work.

Religious Education is planned using the County Durham Agreed Syllabus.

## **Curriculum Coordination**

Coordination of curriculum subjects is divided between the staff. As a small school, this means that each member of staff may have several responsibilities in relation to coordination.

## **Role of Coordinators**

Coordinators will be responsible for:

- maintenance and overview of their area's resources
- attending relevant courses and conferences and disseminating information to staff
- liaising with other key stage coordinators to ensure consistency and progression
- monitoring teaching and pupil progress in their subject and preparing reports for the Head teacher and Governors
- preparing and evaluating action plans for their area in line with the school development plan

## **Time Allocation**

Pupils receive a daily Maths and Literacy session, weekly Science, ICT, PHSCE and RE, PE, Music and French. Geography and History, and Art and DT are taught in blocks for timetabling reasons.

## **Classroom Management**

### **Supply Teachers**

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. The teacher's planning file should always be available.

### **School policies**

School policies are set out in the school policy file. It is the duty of each teacher to be familiar with school policies and apply them.

### **Equal Opportunities**

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Groups, lines and all activities should be mixed gender when appropriate. Particular care should be taken in the areas of Science, Mathematics, Technology and Physical activities. Teachers must ensure that the same children do not dominate in group work especially when using the computer.

## **Physical Organisation**

### **Furniture**

#### **All classrooms should have:**

Tables and chairs arranged for:

- ease of working
- flexibility
- purposeful discussion
- provision of quiet corners

Storage / display areas arranged to:

- support different areas of the curriculum
- support a project or activity
- give character to a room
- house children's personal belongings

## **Library:**

This area should be:

- accessible to pupils
- attractive, comfortable and inviting
- furnished to enable quiet reading and study

There will be a planned programme of renewal and decoration which will be done in consultation with staff and governors.

## **Resources**

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. Stocks should be checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it.

The effective implementation of National Curriculum subjects calls for a wide range of equipment to be used. These do not necessarily have to be stored in the classroom. The school library and classrooms have a selection of books covering all curriculum subjects. Additional books are loaned from the Durham Learning Resources Service.

## **Resource Finance**

Curriculum areas are allocated money according to the needs identified in the School Development Plan and the accompanying School budget Plan. The Head teacher, Finance officer and staff will discuss resource needs each term. Requests for all equipment should be made to the Head teacher.

## **Cleaning**

Cleaning is carried out by our school caretaker. Nevertheless, everyone should be encouraged to take responsibility for their environment both within and around the school. Everywhere should be kept tidy and litter free at all times. The school should be checked daily and any lost property should be placed in the lost property box. Nothing should be left on the cloakroom floor, all equipment must be returned to its appropriate place and all bags hung on pegs.

## Appendix

Good questioning encourages pupils to think more deeply and to share their thoughts and ideas with others. Teaching ensures that pupils are given access to a range of questions.

Type of questions	Example
Open	<p>What do you think...?</p> <p>Why do you think...?</p> <p>How do you know...?</p> <p>Do you feel...?</p> <p>Find different ways of...?</p> <p>Can you try different ways of...?</p>
Closed	<p>What is...? What are...?</p> <p>When did...?</p> <p>How many...?</p> <p>Where is...?</p> <p>Where would you find...?</p>
Recalling facts	<p>Ask pupils to name an event, process or fact</p> <p>Ask pupils to recall some information but not apply it</p>
Observing	Asks pupils to describe what they see, using appropriate vocabulary
Hypothesising, predicting or speculating	Asks pupils to estimate, suggest why something happens and suggest what will happen as a result of doing something; to ponder, guess or draw an inference
Concluding	Asks pupils to draw different threads together or follow a logical route to arrive at a solution
Personal responses	Asks pupils to express personal feelings, thoughts and ideas
Discriminating	Prompts pupils to consider advantages or disadvantages, to look at something from different points of view
Designing and comparing procedures	Asks pupils to plan and prepare a process for tackling a problem. Asking pupils to analyse before or after an activity which process will be / was the most effective
Interpreting results	Asks pupils to draw conclusions from data or information, particularly where they are expected to understand a trend, identify what may happen next

Applying reason or what they know	Asks pupils to provide more than one solution to a problem. Asks pupils to apply one or more aspects to their learning in order to explain what has happened or what might happen next
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