



# Rudgwick Primary School

## TEACHING FOR LEARNING POLICY

### VISION STATEMENT

*'At Rudgwick Primary School we will work together to achieve a happy, caring, creative environment. All pupils will be confident, respectful and well prepared for the future.'*

*'We will all aim to be the best we can'*

### 1 Introduction

1.1 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. This policy acts as a focus for improvement and agreement on philosophy and practice, and supports equality of opportunity. It ensures consistent, high quality teaching and underpins all other curriculum policies.

### 2 Aims and Objectives

2.1 This policy links to the whole school aim to develop everyone to his or her full academic, personal, social, spiritual, creative, and physical potential. 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.

2.2 We believe that children learn best when they are able to think creatively, and to apply their knowledge, understanding and skills in a variety of different contexts. The government made clear its commitment to creativity in the 2003 paper, 'Excellence and Enjoyment'.

2.3 Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and 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 community;
- help children grow into reliable, independent and positive citizens.

### **3 Planning for Learning**

**3.1** 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. Research linked to Accelerated Learning in Primary Schools (ALPS) also suggests that every lesson should contain elements of visual, audio and kinaesthetic (VAK) activities. We take this into account when planning teaching and learning styles.

We plan to use a range of teaching strategies over the term:

- direction,
- modelling/scaffolding
- demonstration using tried and tested examples
- analysing children's mistakes and working through misconceptions as a class
- linking abstract concepts with practical tasks
- explanation
- listening and responding/asking and answering questions
- discussing and arguing
- debates, role-plays and oral presentations
- initiating and guiding exploration
- investigating ideas and problem solving – enquiry based work
- use of ICT , including computers, watching television and responding to musical or recorded material
- creative activities
- designing and making things
- participation in athletic or physical activity
- cultivating co-operative work based on shared goals
- fieldwork and visits to places of educational interest

**3.2** 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. As often as possible, we identify activities and questions to promote children's higher order thinking skills:

- Application (making use of)
- Synthesis (putting things together in a new way)
- Evaluation (judging and assessing)

- 3.3 Long Term Planning** *The National Curriculum* forms the basis of our long term planning. The National Literacy and Numeracy Frameworks provide scaffolding in these subject areas. A variety of other schemes are then used as resources (QCA etc.) A new curriculum map, incorporating creativity, is in place from September 2009; this should be completed on the 'Curriculum Planner' document.
- 3.4 Medium term Planning** Plans should be presented on the appropriate school forms –Topic planner and Curriculum Path for Topics – the duration of which may vary and all link with the skills based curriculum
- 3.5 Short Term Planning** These should be completed as part of the weekly timetables by each teacher. They should be kept in the format which is most helpful to the individual, and should state exactly what the **learning intention of each lesson is, what activities are planned, the differentiation for childrens' learning and resources such as Teaching Assistants**. 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). Subsequently, the plans should be annotated with evaluation of the lesson. All planning should be saved on the school Intranet.

## **4 Teaching for Learning**

- 4.1** 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 strive to ensure that all tasks set are appropriate to each child's level of ability. We have high expectations of all children, and we believe that their work here at Rudgwick Primary School is of a high standard.
- 4.2** We set ongoing academic targets linked to constructive marking for the children and we share these targets with children. We review the progress of each child at the end of each relevant piece of work and set revised targets.
- 4.3** Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect, using praise and positive reinforcement as much as possible. We treat children fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.
- 4.4** We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first follow the guidance in the Staff Handbook, including filling in a visits form and risk assessment, in order to obtain the Headteacher's approval. We then inform parents and obtain their permission.
- 4.5** We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. HLTAs sometimes take whole class groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

- 4.6** Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. We endeavour to maintain a tidy, clutter free classroom environment. Children are given time to access interactive displays. All classrooms have a range of dictionaries and fiction books, as well as displays relating to literacy and numeracy. Most non-fiction books are stored in the School Library. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.
- 4.7** All our teaching staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers and teaching assistants in developing their skills, so that they can continually improve their practice.

## **5 Assessment for Learning**

**5.1** We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

**5.2** The aims and objectives of assessment in our school are to:

- inform learning and teaching
- enable our children to demonstrate what they know, understand and can do in their work;
- help our children understand what they need to do next to improve their work;
- allow teachers to plan work that accurately reflects the needs of each child;
- provide regular information for parents that enables them to support their child's learning;
- provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

**5.3** Every school is required by law to set targets in Mathematics and English each year for those pupils who are in Year 6. We set target levels in Mathematics and English for all our children during each academic year from Year 1 upwards. In English we level components of the subject termly. We track pupils' progress by levelling all subjects at the end of every year. We review the progress of each child at the end of the next appropriate piece of work and set revised targets.

**5.4** We have a range of strategies that keep parents fully informed of their child's progress in school:

- We encourage parents to contact the school if they have concerns about any aspect of their child's work or pastoral issues.
- Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we discuss how well each child has settled into his/her new year group and initial assessments. At the second meeting of the year (which we hold in the middle of the Spring term) we evaluate their child's progress. Pupils in Year 3 upwards are invited to these meetings.

- During the Summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on Maths, English, Science. In this written report we include a space for parental and pupil feedback.
- 5.5** We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking; this ensures that we all mark in the same way. (See Appendix 2)
- 5.6** We give children verbal feedback on their work whenever possible. We believe that marking is most effective when there is a dialogue between the child and the Teacher/TA We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking; quite often we write something that is useful for assessment. When we give written feedback to a child, we make this specific and relevant to the learning intention or to a child's targets. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases, we identify what the child needs to do next in order to improve future work.
- 5.7** On occasions, we endeavour to allow time at the beginning of each lesson for the children to absorb any comments written on their work. We also endeavour to mark work with children present. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.
- 5.8** All subject leaders collect examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.
- 5.9** Staff meeting time will be made available for agreement trialling to ensure consistency in levelling.
- 5.10** From September 2009 we are undertaking Assessing Pupil Progress (APP). This will be initially in Reading and writing.

## **6 Homework**

- 6.1** Homework is anything that children do, outside the normal school day, that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.
- 6.2** The aims and objectives of homework are to:
- enable pupils to make maximum progress in their academic and social development;
  - help pupils develop the skills of an independent learner;
  - promote a partnership between home and school in supporting each child's learning;

- to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

**6.3 Homework Policy** Our Homework Policy was reviewed by the Teaching staff. The following guidance has been produced:

- Reading and fostering enjoyment of it should be the foundation of Homework in all Year Groups. We encourage reading from a variety of sources e.g. books, magazines, newspapers, Internet etc.
- Homework is at its best when it is carried out in collaboration with parents
- All Take Away tasks will be voluntary – you can do as many or few as you like.
- All children from Year1 up will have a homework diary to communicate between school and home.
- All Homework will be commented on, usually through a written response.
- Year 5 and 6 will bring 1 piece of compulsory Homework each week in addition, as preparation for Secondary School. This will usually be Science or Maths based.

Year Group	Weekly tasks	Government recommendations
YR R	Reading ( Chatter packs)	N/A
YR 1	Reading / Take Away Tasks	1 Hour per week
YR 2	Reading / Take Away Tasks /Spelling/ Other re-enforcement work will be periodically sent home	1 Hour per week
YR3- YR4	Reading/ Take way tasks/Spelling/ Multiplication Tables Other re-enforcement work will be periodically sent home	1.5 Hours per week
YR5 – YR6	Reading/ Take away tasks/Spelling/ Multiplication Tables/ 1 other piece weekly – English/ Science or Maths based	2.5 Hours per week

**6.4** We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. Where appropriate, homework is differentiated to take account of the individual needs of pupils.

**6.5** If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Headteacher. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented, parents should contact the Headteacher.

## **7 The Role of Governors**

**7.1** Our governors determine, support, monitor and review the school policies on teaching for 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;
- 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; this includes the submission of reports from subject leaders and the termly Headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

**7.2** Our governing body may, at any time, request from our Headteacher a report on the way homework is organised in our school.

## **8 The Role of Parents**

**8.1** 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 literacy, numeracy, science and health education;
- holding open mornings to celebrate learning throughout the school;
- sending information to parents in which we outline the topics that the children will be studying during that term at school;
- giving 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 and support for older children with their projects and investigative work.

**8.2** 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;
- encourage their child to complete the homework tasks that are set.
- provide a good working space at home;
- discuss the work that their child is doing.

- check the home/school diary and Reading Log at least once a week and to sign them as requested.
- fulfil the requirements set out in the home/school agreement;

## **9 Subject Knowledge, Understanding and Skills**

- 9.1** Teachers' and Teaching Assistants' subject knowledge, understanding and skills are covered in the school's Performance Management Policy.

## **10 Complaints Against the Curriculum**

- 10.1** Complaints against the curriculum, including RE and the daily act of collective worship, should be dealt with following the West Sussex County Council Complaints Policy, which has been adopted by the school. A summary is given in the Parents' Handbook.

## **11 Monitoring and review**

- 11.1** We are aware of the need to review the school Teaching for 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 Autumn term 2010.

**Signed:**

**Date:**