



Earsham CE VA Primary School

*We aim to provide a happy, purposeful, Christian environment, in which each child feels secure and develops self-confidence, enabling them to flourish and reach their full potential.
Children's learning journeys are enhanced by working together with the wider community.*

Teaching and Learning

In writing this policy we are aiming to set down the collective understanding we have in our school about how children are taught. We have set down our ideas about how our pupils, teachers and curriculum interact and what we consider to be the essential ingredients for effective learning.

We do not view the document as a teaching manual but believe that a newly appointed member of the teaching staff would, having read it, be able to approach her/his work in the school in the same manner as the rest of the teaching staff.

The staff at Earsham Primary School use styles of teaching which they believe will deliver a rounded education for each individual child. We aim for the children to be happy, confident and well-motivated, be organized, controlled, independent, well-mannered and caring. We hope that by having high expectations and giving them equal opportunities the pupils will achieve their full potential both socially and academically.

We endeavour to work as a whole school community rather than as separate key stages whenever possible to enable the children to develop a sense of belonging. It will encourage a sense of worth and a sense of responsibility throughout the school. This is achieved by a variety of whole school activities including school plays, concerts, sports days, harvest festivals and assemblies.

THE NEEDS OF THE CHILD

The most effective learning will take place when a number of basic needs are met. Pupils come to school from a variety of home circumstances and with past experiences which, in differing degrees, affect their ability to learn. They will make most progress when the school provides a supportive learning environment, when they understand what is expected from them and where there is appropriate motivation. Teachers play a vital role in creating a learning environment in which the individual needs of all pupils are addressed.

Relationships, Classroom Climate and Emotional Support (Teaching Standards 1)

The school can contribute towards pupils' emotional development by creating a climate in which they:

- feel secure
- feel that their contributions are valued
- trust their teachers and are trusted by them
- experiences consistent and appropriate discipline
- develop a sense of worth, self-esteem and confidence
- develop respect for each other and value the contribution of others.
- encourage an ordered atmosphere which makes pupils want to learn
- ensure access to sufficient good quality materials and resources
- agree with pupils the ground rules for classroom organization and working practices
- maintain attractive and well-ordered classrooms: this includes putting value on the child's work by arranging and displaying it well

- demonstrate a value in the high standards of presentation expected of all finished work
- encourage the child to be independent within the classroom and to take an increasing responsibility for looking after their own equipment, materials and the classroom environment
- positively encourage children to use all areas of the school for their work.

Behaviour for Learning (Teaching Standards 7)

In order to understand what is expected of the pupils the teacher needs to:

- PSED/SMSC & British Values including support ,tolerance and understanding underpins teaching and learning
- positive and consistent behaviour management strategies are implemented in line with behaviour policy
- give pupils a sense of direction, purpose and achievement
- make sure pupils understand their roles and responsibilities in the learning process
- make clear to pupils the teacher's expectations about behaviour and be consistent about what standards are accepted
- recognition by teachers of sensible behaviour outside the classroom e.g. when they help another child who is hurt etc.

Pitch, Pace and Expectations (Teaching Standards 3 & 4)

- staff and children are clear about what they are learning through clear learning objectives and success criteria
- the pace of the lesson is appropriate for the needs of the children
- time available for learning is maximised
- children are given time to transfer and apply learned skills independently
- teachers model skills and processes
- children are actively engaged and contributing to learning

Motivation, Differentiation and Challenge (Teaching Standards 5)

In order to motivate pupils to learn, the teacher needs to:

- teaching and Learning is driven by the needs of the children
- offer stimulating and interesting experiences
- differentiate learning tasks according to ability and individual learning styles
- match new tasks to what pupils already know or can do and move them on to new challenges
- offer praise and acknowledge achievement
- all staff work with all ability groups as and when appropriate

This is reinforced when children are:

- sent to other areas of the school when carrying out surveys, giving messages etc. and are always made to feel welcome.
- frequently sent to other teachers or the Head to 'show off' a piece of work which deserves special recognition.
- selected by their teachers for half termly merit certificates for marked improvement, excellent work, positive attitudes etc.
- involved in decision making
- asked to comment on their own performance, for example through the use of pupil peer assessment.

Assessment for Learning, Feedback and Marking(Teaching Standards 2)

- assessment informs planning teaching and learning
- use prior knowledge of where the children are and next steps
- teaching and learning is adapted in response to pupil needs
- quality partner/group talk discussions
- marking policy codes are used effectively
- opportunities are provided for children to respond to marking feedback and improve their work celebrate learning successes as well as identifying development needs

See Marking Policy

Progress (Teaching Standards 6)

- effective questioning used
- children know what they are trying to achieve and how to succeed through clear learning objectives and success criteria
- time and resources are utilised effectively
- mini plenaries are used to reflect on learning ,progress and next steps.
- progress must be tracked effectively using pupil asset
- intervention programmes must be monitored and outcomes recorded

Monitoring

The monitoring of this policy is carried out by the head teacher of this school who may from time to time invite another head teacher or an adviser to quality control monitoring. Governors will also be asked to monitor areas of the policy and will fill out a monitoring visit form. Children and parents also contribute to monitoring via pupil/parent questionnaires.

- learning walks
- pupil progress meetings
- TA appraisals
- drop ins
- discussions with learners
- half termly focus on what good and outstanding teaching looks like in our school communicated to staff at staff meeting and to children via assembly

Teacher's Values (Teachers Standards 8)

A teacher's own values, attitudes and inter personal skills play a crucial part in setting the climate with the school. Important aspects to consider are:

1. **Language** – This should be appropriate to the learner's level of understanding and encourage participation and confidence.
2. **Tone and demeanour** – which should be calm and reassuring, firm and non-threatening.
3. **Equality of regard** – should ensure fair and equal treatment for all learners, yet still have regard to individual needs.
4. **Interaction** – through establishing a good rapport with all the learners and treating them as full partners in the learning process.
5. **Enthusiasm and commitment** – if the teacher can make the learning experience enjoyable and exciting, the learner will respond more positively and develop a better attitude to learning as a whole.

The Curriculum

Reception follows the Early Years Foundation Stage curriculum. Years 1 - 6 pupils follow the New National Curriculum.

Subjects are linked where possible and the curriculum is further enriched by extra topic weeks and days to promote multicultural and health and fitness awareness.

Whilst teaching the New National Curriculum, wider aspects of the children's education should not be ignored, particularly development of positive social skills, self-esteem, and a Christian approach to others and the environment.

Special Needs

All children in our school are special in that we treat them all as individuals. Children who have difficulty or are gifted in particular areas are given appropriate help and support whenever necessary. Children causing concern are discussed at the start of weekly staff meetings. If extra professional support is deemed necessary children are referred to the appropriate specialist. There is also considerable informal dialogue between teachers about individual children during break and lunchtimes thus enabling teachers to be aware of all the children in the school. (See SEND Policy and Local Offer).

Parents, Governors and the Wider Community

Teaching and learning will take place more successfully when parents, governors and the local community have a close relationship with the school and have a broad understanding of the aims and philosophies underpinning it.

Examples of this crucial partnership are described below:-

We have an open door policy towards parents, governors and the community. They play a vital role in supporting the work of the school. Parents are particularly welcomed at the school and kept informed about their child's progress. This is accomplished in a variety of ways:-

- Two formal consultation evenings.
- Written reports.
- Informal meetings before and after school.
- Special meetings, e.g. - home meetings before the child starts school
 - to discuss the SATs in year 6.
 - Residential education visits
 - Maths afternoons/evening
 - Reading afternoons/evening
 - CEOP internet safety evening offered yearly
 - SRE meetings of KS2 offered every 2 years

- Encouraging parental help in the classroom for special events and educational visits.
- Children taking home their book bags on a daily basis in order that parents can help them with their reading, spellings or by taking home other school work to either finish off or to support areas where extra assistance is required.
- Home/school diaries to transfer information.
- A home school agreement is signed when children join the school followed up by a yearly reminder.

The P.T.A. are providers of large funds of money for equipment and building work around the school. The parents involved are often seen working around the school and liaise closely with the staff.

The School Governors take an active role in the school and are involved in subject monitoring.

Teaching Staff and Governors regularly attend governors meetings to discuss new policy documents.

The school is keen to foster links with the local community, and regular visits take place to the Church, The Moorings Residential Home for the Elderly, Atlantic Superstore, local pre-school groups River Waveney Study Centre and Bungay/Hobart High School. The school also contributes to the village magazine and distributes Harvest gifts collected and taken Bungay

Foodbank collection point. Children in class 4 volunteered for a litter pick around the village.

The school welcomes visitors and organises trips to support specific areas of the curriculum.

School Organisation

The school organisation should be sensitive to the needs of those at the heart of the educative process – the teachers and the pupils. The school's response to those needs is laid out below:-

Management Structure

The Head and Chair of Governors meet regularly to discuss issues affecting the school. Decisions are rarely made without prior wider consultation with the whole teaching staff, teaching assistants and as appropriate parents and governors. Each Full time member of staff is responsible for at least three National Curriculum areas as well as other responsibilities such as Early Years, KS1, SATs and KS2 liaison. Part time staffs are also given at least one area of responsibility linked to the National Curriculum.

There is a weekly staff meeting for all teachers lasting up to 1.5 hours. Teaching assistant representative stays for the first 30 minutes to contribute to child concerns and update diaries. The minutes are kept in the staff room and teaching assistants have a follow up meeting led by the TA representative that attended the staff meeting to ensure they are kept up to date.

Roles – Are negotiated and reviewed during performance management, at staff meetings and in discussions with the Head.

Emotional – All staff need the support of their colleagues and this is widely recognised throughout this school. We try to encourage a supportive atmosphere where all members of staff feel they are able to discuss their problems. The well-being facilitator plays an active role in this. In addition all staff have named governors to offer support and encouragement. Norfolk Well-being questionnaire is completed every 2 years and feedback shared with all staff. The governors also complete a staff questionnaire every 2 years and outcomes are shared with staff and governors. This ensures yearly feedback is received.

INSET Needs – usually identified by the School Development plan, and subject leadership focus. Whole school based INSET is planned by the Headteacher and individual teacher INSET is arranged to develop teaching skills identified through the monitoring process.

Professional Development

Is usually brought up during staff appraisal but the Head is always prepared to discuss this at any time.

Conclusion

We have kept this document to a reasonable length in order that it will be able to be read

easily and acted upon. A number of other documents should be read in conjunction with this.

“Teaching and Learning Policy”, The policy has been agreed by ALL teachers at this school.

Related Policies

Data Protection Policy aims to ensure that personal information is dealt with correctly and securely and in accordance with the Data Protection Act 1998, and other related legislation.

Spiritual, Moral, Social and Cultural Development Policy aims to prepare all pupils for the opportunities, responsibilities and expectations of life.

The Single Equality Scheme states that inclusion for all pupils will be achieved by ensuring the learning environment, resources and activities are appropriate to each child. All staff are committed to inclusion and plan lessons that dispel stereotypical attitudes and discrimination.

The Health and Safety Policy is adhered to in everything we do. The learning environment, resources and activities are planned by staff to take account of this. Children are encouraged to be safety conscious and contribute to the risk assessment process themselves.

The Special Educational Needs Policy stipulates that pupils will be assessed and provided or as an integral part of every lesson. Staff are experienced in effective differentiation and provide opportunities for children to work on their Individual Education Plan targets in all areas of the curriculum.

The Gifted and Talented Pupil Policy ensures that children who are on the register are encouraged to reach their potential through extension activities and problem solving challenges.

Internet Safety and Acceptable Use Policy - In common with most technologies, Internet use presents risks as well as benefits. Pupils could be placed in inappropriate and even dangerous situations without mediated Internet access. The headteacher and ICT coordinator will pass on current information and recommendations by CEOP, the Child Exploitation and On-line Protection Centre to staff and parents. Teachers will use CEOP's "ThinkUKnow" website with children in every class to ensure they understand the dangers of some internet use and are able to make the right choices themselves. Parents will be encouraged to access these materials at home with their children to embed these important safeguarding principles.

Prevention of Extremism and Radicalisation -This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

Whole School Safeguarding and Child protection Policy

The purpose of Earsham C.E. V.A. Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to;

- Protect our children / young people from maltreatment
- Prevent impairment of our children's / young people's health or development
- Ensure that our children / young people grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable our children/young people to have optimum life chances and enter adulthood successfully.

Behaviour Policy

At Earsham we believe that helping children develop attitudes that will enable them to become kind, responsible, hardworking citizens is our most far-reaching role. We create overt opportunities for development of their self esteem and work with parents to ensure children grow up with a positive sense of self worth, aware of their rights and responsibilities in a community.

Anti-bullying Policy

Earsham C.E. V.A. Primary School will not tolerate any form of bullying. We believe that pupils and staff have the right to learn in an affirming and safe environment which promotes positive personal growth and self-esteem for all.