

Introduction

At Madley Primary School our aim is to achieve the highest standards of learning and teaching. We believe that the children's learning is the singular most important aspect of our school. Consequently, all decisions regarding school development, policies, curriculum and budget allocation are made with ultimate regard as to the impact on learning and teaching. In this changing world we want to prepare our pupils as people who will be able to:

- Communicate effectively
- Work in teams
- Adapt to change
- Be innovative
- Be creative
- Be resilient

Rationale behind the Policy

We are constantly striving for school improvement. Our school mission and vision statement and strategic aims are always at the forefront of our minds when planning the curriculum or purchasing resources. Target setting in order to facilitate school improvement very much focuses on the teacher and the child within the classroom. This policy intends to define what good learning and teaching means and so create a model to which all teachers and adults working with children both subscribe and aspire to.

Principles

The Learning Environment

The learning environment will aim to be inspiring, colourful, connected with the children's needs and interests and will include things they enjoy doing and will motivate them. The learning environment will be kept clean and tidy, occupied only by equipment and materials currently in use. Furniture will be laid out so as to maximise the working space for pupils; equipment and resources will be stored so as to encourage independence and quick retrieval. When required, there is access to ICT and audio-visual equipment. Displays will be attractive, changed regularly (half termly) and will promote the current learning and teaching as well as celebrating achievement. Shared areas are timetabled for use (copy in the staff room and on 'common staff'. All equipment and rooms will be used efficiently and with respect.

All adults are responsible for the tidiness and maintenance of the shared areas; individual teachers and the assigned teaching assistant are responsible for classrooms.

There is a recognised collective responsibility for the whole school.

Learning Resources

Learning resources are differentiated to match the needs of pupils and are made available. Quantities of resource items are purchased in accordance with the needs of the learning programme and within budgetary constraints. Printed resources are kept up to date and are both stimulating and appealing, worksheets are actively discouraged and 'first hand' experience should be implemented where possible.



Learning resources should be used to enhance learning experiences for all learners. Where possible, in line with the ethos of an ECO school, duplicating should be double sided and waste paper kept to a minimum with recycling encouraged. Resources are stored in order to facilitate pupil access: the library and other shared resources are timetabled for use. Teachers have access to appropriate sources of information for the curriculum, including Internet access resources via the interactive whiteboards and classroom ICT equipment.

Models, artefacts and specimens are used to promote visual and aural experiences; good use is made of outside agencies to provide such resources (Museum service).

The environment outside of the school building is also considered to be a very valuable resource as it is proven from research that children's knowledge is created not transmitted (Bowring-Carr & West-Burnham 1997). Every child in the school should be given opportunities for 'outdoor learning' in a meaningful, creative and constructive context. To do this, teachers must provide opportunities for the children to construct their own meaning from the information received, which they should do through their own preferred learning style (e.g. linguistic, musical, visual, spatial, mathematical, inter/intra personal). In practice this involves such things as 'peer tutoring'; sharing ideas with each other through puppet shows, writing and singing songs/raps, marking each other's work through reference to expected success criteria and mind mapping, making learning fun and meaningful to them. Opportunities should be identified and evaluated within teacher's planning.

Lesson Planning and Preparation

Aspects of the National Curriculum and Foundation Stage in the broadest sense have been allocated to blocks of time in the long term planning document (curriculum map). Teachers derive detailed, specific learning objectives from the programmes of study in each block, these are fluid in nature but should always relate to the learning objectives from the National Curriculum and hence relates to the assessment of progression through evidenced sub levelling. These, together with the learning activities and identification of assessment opportunities, form the medium term planning. Detailed summaries of the content of lessons for English and Maths are written in short term format, together with a detailed weekly timetable.

A collaborative approach based on a lively, interactive, direct style of teaching with clearly set learning objectives, a plenary/evaluation and opportunities for self-assessment and review provides an opportunity for the children to self-evaluate their own learning and progress. This is an essential part of learning. Learning programmes are evaluated regularly by teachers every half term and monitored by Subject teams and the Headteacher.

Learning resources are organised before the lesson begins, including the preparation of any handouts. There is a good supply of teacher presentation materials upon which to draw including artefacts, big books, posters, videos extracts, DVDs, ICT resources etc.



Assessment of the learning is part of the planning process and informs the next round of planning. Assessment for Learning is recognised by all staff as an essential tool in developing all learners. This is monitored by the Assessment Co-ordinator.

The Teaching

Staff at Madley Primary School follow the guidance of the Code of Conduct and are always patient and good humoured. They display both self-confidence and a professional and controlled attitude to all aspects of their work. Teachers try to make learning enjoyable and prepare the curriculum creatively. They are flexible in their approach and react positively to changes in circumstances. Children should know what is expected of them; know what they have to do; know why they are doing it and understand how it will help them. Instructions to children are clear, explanations and descriptions are concise and to the point. Pupils demonstrate a high level of participation in discussion due to the leadership skills of their teacher. Effective questioning is utilised to raise the level of pupils' thinking and to include all pupils in the learning.

Staff use their voices in varied, interesting and encouraging ways. Vocabulary and language are moderated carefully in order to be accurate and appropriate for the age and experiences of the pupils.

Teachers have a sound knowledge of the subject matter that they are teaching and draw upon a large repertoire of examples, illustrations, learning styles and anecdotes in order to facilitate the learning. At the beginning of each lesson, the learning objective should be shared with the children orally or in written form. At the end of each lesson, children should evaluate their own learning.

The Learning

At the beginning of each lesson pupils take active steps to prepare for work and to organise necessary equipment within the classroom. They display initiative in finding the resources that they need, this is assisted by teacher's clear organisation of the classroom. Pupils are encouraged to use initiative in overcoming difficulties before they seek help from the teacher or other adult helper.

Pupils frequently help and encourage each other, which contributes to the positive and friendly ethos of our school. They take part in discussions in an appropriate and responsible way and frequently follow up class work either as homework or as independent investigation. The teacher is often able to step back from the action and make assessment observations because the pupils are involved and absorbed by their work, these observations are well planned and used to inform future planning and assessment of individual's key skills.

As well as knowledge and understanding of the curriculum teachers also teach their pupils the skills of personal organisation and how to learn independently. As the children progress through the school they become confident learners who are able to take



responsibility for their own learning. From the Foundation Stage, children are taught how to self-evaluate and take degrees of responsibility for their own learning. This is achieved through the support of Teaching Assistants and teachers. Pupils also accept responsibility for housekeeping tasks in their classroom and in shared areas such as the library.

The Classroom Social System

Pupils experience a balance of learning and teaching experiences either as a whole class, in groups, pairs or individuals. When working with other children there is a strong sense of mutual support and participation of all is encouraged. Composition of groups can take into account friendship ties, diversity of response, preferred learning style, skills and abilities as appropriate. There is a wide range of tasks for performance in groups including problem solving, games and simulations, discussions and report backs. The teacher always ensures that the groups have been given adequate guidance on the task required and procedures and standards for the work. Groups of children are never unsupervised in a structured activity, classroom or shared area, independence within learning is actively encouraged with adequate supervision. All group work is conducted in a disciplined manner and there are planned opportunities for groups to report or show the outcome of their work. Pupils are encouraged to develop inter-personal relationships when working in a group by respecting the views of others and by engaging in debate sensibly and sensitively using appropriate terminology and language (this is modelled by all adults). This is built upon through frequent circle time activities or class discussions.

The Intellectual Climate

At Madley, staff constantly raise the intellectual level of the verbal exchanges (within the context of children's language), which take place in the classroom. Time is allowed for pupils to express their ideas and expand upon them and staff set a good example of higher levels of thought. Questions are posed in a way, which will provoke divergent responses from the pupils, who are encouraged to use language in an appropriate, caring and measured way.

Pupils at Madley are always willing to analyse knowledge and ideas and have a capacity for developing and testing hypotheses in a thoughtful way. They learn to criticise information and ideas in a constructive manner and are not afraid to voice their valued judgements and discuss them. Pupils constantly seek to structure their knowledge and understanding in meaningful ways, all teachers actively encourage this and model processes for all learners.

Inter-Personal Relationships

A real strength of our school is the way that staff value and respect their colleagues and learn from each other. The same is true of our pupils. We aim to continue working hard to promote this ethos. Staff and pupils enjoy each other's company and treat each other with courtesy and respect.



All our staff have a genuine love of teaching; they see themselves as learners and behave as learners. Staff show a personal interest in individual pupils beyond the needs of the immediate learning task. They work hard to foster a sense of group cohesion in both work and discipline. All adults are always courteous to children and make frequent use of praise and encouragement (both formally through the merit system and informally through verbal praise).

Pupils are encouraged to contribute their opinions of the organisation and many of their ideas have been taken on board. Staff frequently accept or use ideas expressed by pupils and in return pupils demonstrate their willingness to work co-operatively. Children feel they are able to signal their difficulties and know that the teacher will respond sensitively. Staff and pupils often share their sense of humour and although pupils sometimes disagree with their teacher in a mature manner, relationships at Madley are very good and we all strive to ensure that this continues.

Management and Control in the Classroom

Staff operate an efficient system of management and control. Procedures are established for monitoring each pupil's work and the teacher has established clear personal objectives and targets for each pupil. The teacher records each child's progress and achievements, which are reported orally or in written form to parents each term through Parent's evenings or written annual report. Children receive feedback on their own performance so that they can become involved in their own target setting.

Learning objectives for each half term are shared with both parents and pupils through information letters and children understand the structure and objective of each lesson at its commencement. Minor lapses in pupil behaviour are dealt with swiftly and competently as outlined in the school's behaviour policy.

Positive reinforcement helps overcome problems caused by more disruptive pupils. Each teacher deals with the complexities of classroom life in a calm and confident manner and knows that they can always consult positively with another colleague or senior member of staff.

Management of Time

Both pupils and staff get the most out of the time available by having a sense of economy in the expenditure of time and highly developed priorities. A high proportion of the available time is allocated to academic work and pupils spend the majority of their time actively involved in their learning tasks. Pupils meet with a high degree of success during this time and pupils know what to do on completion of their set task. A high proportion of staff time is spent with individuals or groups of pupils explaining, illustrating, modelling or supporting their learning. Unnecessary routines have been eliminated from each classroom and procedures have been established for tackling routine problems i.e. spellings. Teachers have allocated PPA time. Pupils are dismissed on time at the end of each day.

Equal Opportunities



All staff at Madley Primary School are committed to the ideal of full access to the curriculum by all children regardless of race, creed, sex, ability or physical disability.

Responsibilities

Staff are responsible for implementing the ideals of the learning and teaching policy. Teachers are responsible for the management of their own classroom, the care of the pupils in their class and the delivery of the curriculum. The Headteacher, together with senior staff and governors, is responsible for monitoring, evaluating and reviewing the quality of learning and teaching. The staff are also responsible for devising strategies for improving the quality of learning and teaching within the school.

Monitoring, Evaluation and Review.

The Headteacher (or other staff members nominated by him) monitors the learning and teaching within each class regularly. Evaluation of this is carried out initially with each class teacher. Subject leaders will also carry out reviews of learning and teaching in line with the school development plan using the 'investigation' model (appendix 1). Reports are shared with all staff and development plans implemented and reviewed for impact.

The Headteacher regularly reports to the governing body so as to inform their decision making and target setting procedures. This policy will be reviewed and discussed at the beginning of each academic year.

This version was agreed by staff on .

The Governing Body ratified this policy on .

Date

Signed

Headteacher

Chair of Governors

