

Tanfield Lea Community School Teaching and Learning Policy

At Tanfield Lea Community Primary School we believe in the concept of lifelong learning and the notion 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



AIMS & OBJECTIVES ::

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school aims. At Tanfield Lea Community Primary School we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster....

- A high level of Literacy and Numeracy and an enquiring mind which wants to learn more each day;
- Independent young people who are confident, flexible and able to cooperate with others;
- Imagination and creative expression through a wide range of media;
- Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values;
- Pride in achievement and a desire to succeed;
- Effective links between the school, the child's home and the community which promote aspiration and high expectations;
- Equality of opportunity for all;

EFFECTIVE TEACHING ::

When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We use the national curriculum as a basis for the objectives to be taught and to ensure the progression of skills and knowledge but staff also use a wealth of material to support their planning including QCA documentation, Nation Primary Strategy documents and areas of learning in the recently proposed new primary curriculum.

We believe children learn effectively when the teacher provides:

- innovative teaching;
- clear expectations of what pupils are expected to achieve by the end of the session;
- shared learning objectives which are understood by the pupils;
- an atmosphere where children are prepared to take risks;
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
- support for the learning of pupils with differing abilities;
- opportunities to review and reflect on the learning;
- thinking time before answering questions
- developmental feedback and constructive criticism of pupil's work;
- appropriate pace to the lesson;

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs (SEN) we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at Tanfield Lea Community Primary School should be of the highest possible standard.

All teachers try hard to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, 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 consequences as outlined in our school Behaviour Policy.

EFFECTIVE LEARNING ::

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.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- class, group, paired and individual work
- questioning
- research and finding out
- use of ICT
- field work and educational visits
- creative activities
- access to a range of media
- debates, role play and oral presentations
- designing and making things
- participation in physical activities
- reflecting on what has been learning

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. Self review and peer review strategies are used, as well as a planned plenary at the end of lessons to review the key learning objectives and to assess the level of understanding.

TARGET SETTINGS ::

Targets are set in English and Mathematics for all children and PSE targets are also set in Foundation Stage. Targets are discussed with parents at parents' evenings and Numerical targets which have been set English and Mathematics are collated and added to the school tracking system.

PLANNING::

Planning has been adjusted to suit the needs of the pupils from our school. All staff have been involved in developing a creative curriculum which is based on a 2 year cycle in Key Stage 2 and Foundation stage with Y1 and Y2 having a single year plan.

This plan may change as staff explore topic which interest their children or are more thematic.

(APPENDIX 1)

Teachers are then expected to produce topic drivers (APPENDIX 2) and a learning journey for each topic (APPENDIX 3)

They then complete an overview for the week (APPENDIX 4) which makes up a medium term plan.

Staff then produce more detailed session plans for literacy and numeracy (APPENDIX 5 and6)

ASSESSMENT FOR LEARNING::

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

ROLE OF SENIOR LEADERSHIP TEAM::

Through termly monitoring of books, plans and lesson the senior leadership team recognise that

- Effective planning is central to classroom practice and is a key professional skill
- The evaluation of one week's planning should inform the following week's plans
- The use of data from formal assessment informs planning and target setting
- The standardisation of writing and shared marking raises teachers professional ability which leads to raised achievement in children

ROLE OF GOVERNORS::

Our governors determine, support, monitor and review the school's policies on teaching and learning. In particular they:

- Monitor teaching strategies in the light of health and safety regulations
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the headteacher's reports to governors and the work of the curriculum and school improvement committees.

ROLE OF PARENTS::

We believe that parents have a fundamental role to play in helping their children to learn. The school sends information to parents at the start of the each half term about the programmes each child will be following in Literacy, Numeracy and in the Foundation subjects (in Foundation Stage information about Early Learning goals).

As children begin at Tanfield Lea Community Primary School, they follow our induction process which gradually introduces the child to their new teacher and class and to the sort of experiences they will be having in Reception class. Parents are provided with important information and meet with class teachers and senior staff. Parents can share any concerns they may have. They also receive information about helping their child with early literacy and numeracy skills.

Parents receive a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents may discuss any concerns they have with teachers

Parents are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress and they miss important work and may fall behind. Parents are asked to inform the school of any absence on the first day and school will contact parents if this is not done.

Many parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of all ages. All school helpers are required to undertake a CRB (Criminal Record Bureau) clearance before starting work.

We strongly believe that a positive partnership between all members of a school community ensure that our children reach and exceed their potential.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
------	----------	----------	----------	----------	----------	----------

APPENDIX 1

Creative Curriculum Long Term Plan

Group						
R/Y1 Cycle A	Thank You For The Harvest	Elmer Christmas	People who help us Chinese new year	5 minutes Peace Easter	Here Be dragons Green fingers	Owl Babies Oh I do like to be beside the seaside
R/Y1 Cycle B	1,2,Buckle My Shoe The Enormous Turnip	The Cave Christmas	Adventure... Here We Come Chinese new year	SIT Easter	My Family And Other Animals	Gone Fishing
Y1	The big pancake We plow the fields and scatter	Where the wild things are	Over the rainbow sounds good	Carnival of the animals Wonderful me	Water Water Everywhere	Planes Trains and Automobiles
Y2	Bears	Kings ,Queens and castles	London's Burning	Islands	Creepy Crawlies	Toys ,Toys Toys,
Y3/4 Cycle A	Caribbean Dozen	Terrible Tudors	Magical Stories	Fog on the Tyne	Fitness First	I'm a Victorian
Y3/4 Cycle B	There's a Pharaoh in my bath	Bunda's Dream	Paperbag Prince	Lambton Worm	Castaway	Rotton Romans
Y5/6 Cycle A	Wreck of the Zanzibar All $\frac{1}{2}$ term	Ha'way the lads !	Highwayman All $\frac{1}{2}$ term	Islands in the Sun	East of Sun West of Moon All $\frac{1}{2}$ term	World Cup
Y5/6 Cycle b	Bombs Away	Through the Decades	Yoo're Hired	Disaster !!	We Love SATS	Groovy Greeks

Agreed September 2012

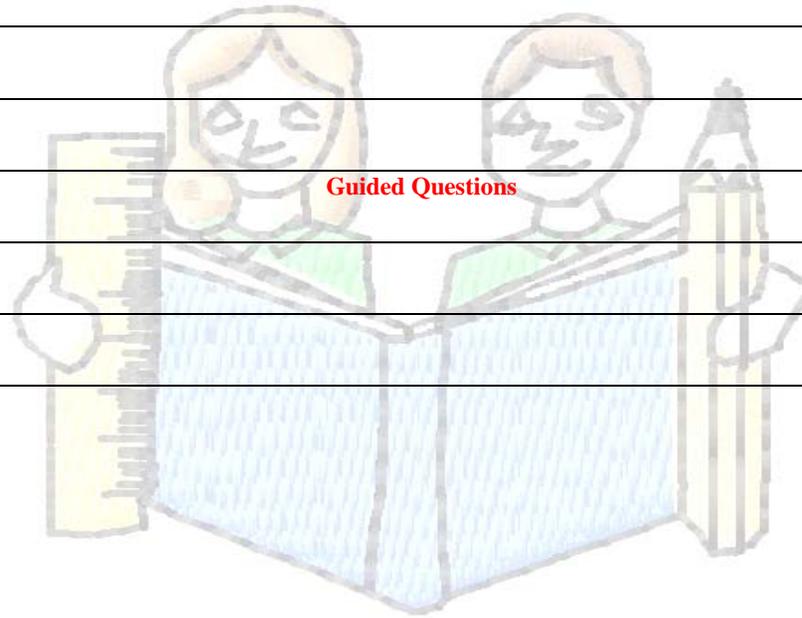
APPENDIX 2

Learning Journey

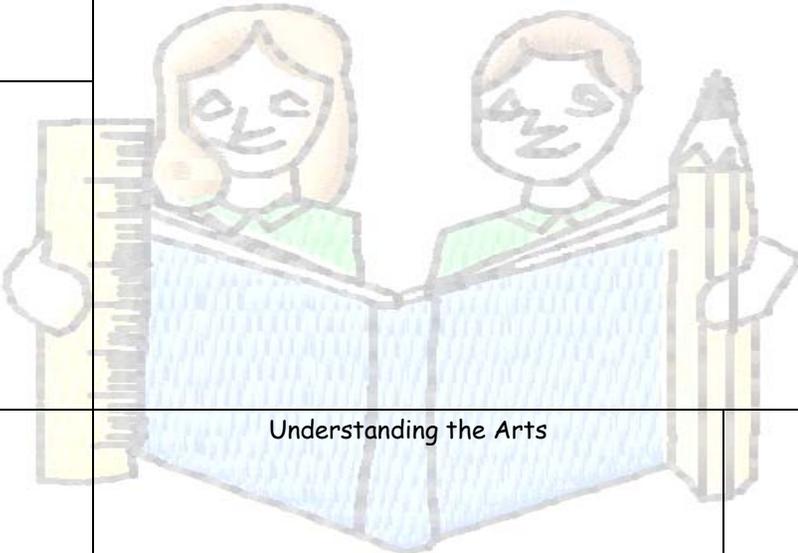
Opening Topic Event

Guided Purpose

Guided Questions

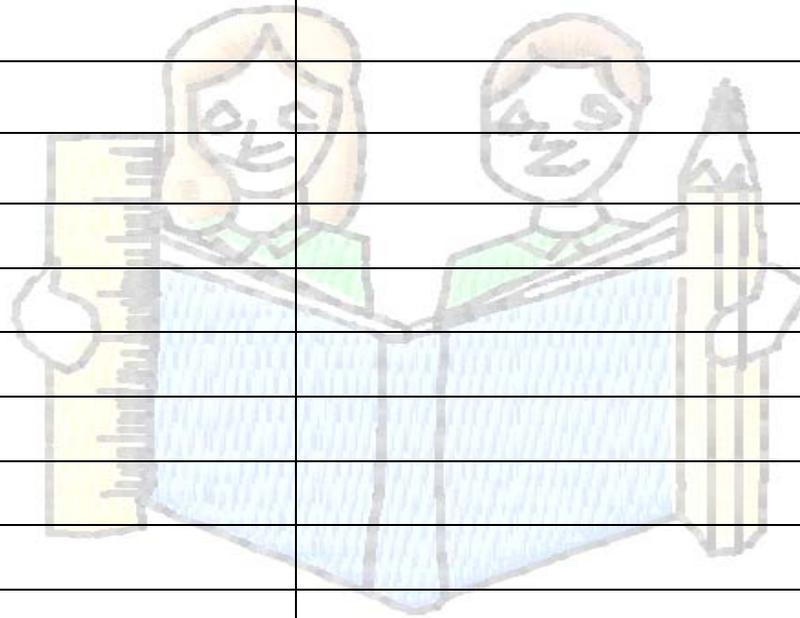


APPENDIX 3

Understanding Science and Technology	Understanding English	
Understanding Ourselves		
Understanding Health	Understanding the Arts	Understanding Maths

APPENDIX 4

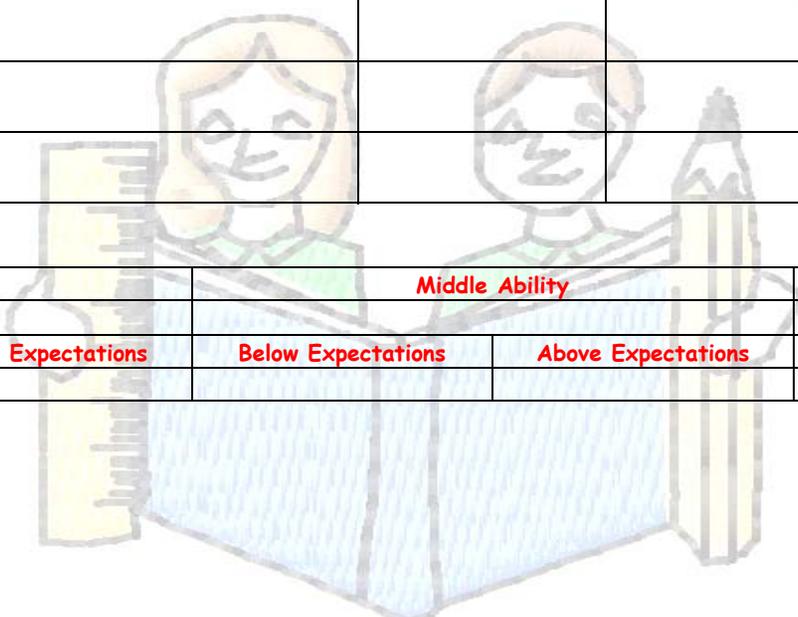
	Objectives	Main Teaching Activity		Plenary
		Strategies	Independent Group Work	
Literacy / Basic Skills				
Numeracy/ Basic Skills				
Science				
ICT				
History				
Geography				
Music				
Art				
D.T.				
French				
R.E.				
SEAL				
P.E.				



APPENDIX 5

	Phonic/ Word/ Sentence		Main Teaching Activity					
	Obj	Activity	Obj	Shared Teaching	Teacher	TA	Independent	Plenary
1								
2								
3								
4								
5								

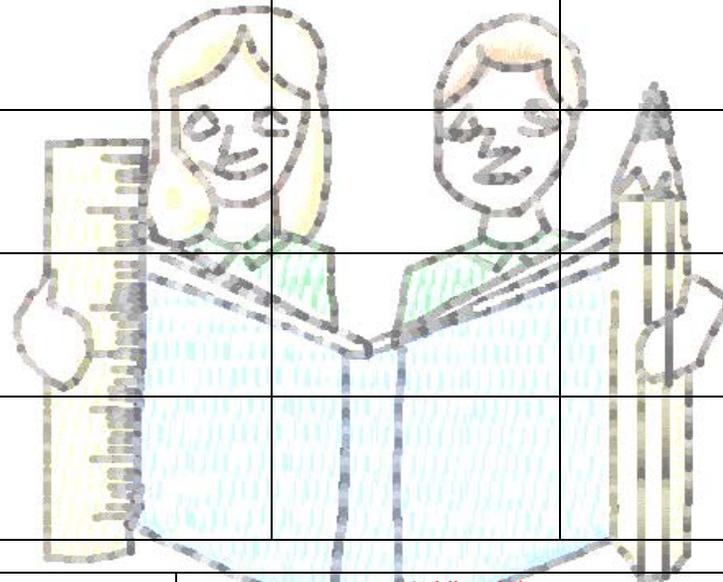
outcomes	Lower Ability		Middle Ability		Higher Ability	
	Expectations	Below Expectations	Above Expectations	Below Expectations	Above Expectations	Below Expectations



Community Primary

APPENDIX 6

	Mental / Oral starter	Lesson Objectives	Shared teaching	Teacher	Teaching Assistant	Independent	Plenary
Mon							
Tue							
wed							
thu							
fri							



outcomes	Lower Ability		Middle Ability		Higher Ability	
	Expectations	Below Expectations	Above Expectations	Below Expectations	Above Expectations	Below Expectations