HENLEY IN ARDEN CHURCH OF ENGLAND PRIMARY SCHOOL
POLICY
FOR
TEACHING FOR LEARNING

Staff agreed: June 2010
Governors ratified: June 2010
Review date: June 2012

"If learning is our most important aim, then teaching is our most important activity. We recognise that all children and young people learn in a variety of ways. We therefore aim to provide a wide range of teaching strategies".

Introduction:

At Henley Primary School the head teacher, senior managers, staff and governors are committed to:

- The general and specific aims for the school and share a vision for the school community
- Maintaining existing high standards and securing improvements in teaching for learning

School aims and values

Our school aim was collectively decided upon by children, staff and governors.
'At Henley, we aim to give children the skills to succeed in their life in a safe and fun way.'

Equal opportunities

In accordance with the school's Equal Opportunities Policy, all children are given access to the Early Learning Goals or National Curriculum as appropriate. Staff will endeavour to help all children reach their full potential.

School ethos

The ethos of the school has a significant impact on raising pupil achievement because the way a person feels about themselves affects the way they are able to participate in school life and achieve their potential.
Our school ethos is made explicit through:

- Our relationships with each other
- Our classroom climate and the school code of conduct
- The monitoring process at individual, subject and whole school level
- Our school environment which ensures our school is a safe place where everyone's contribution is valued and appreciated.

Our Performance Indicators for standards in Teaching for learning:

At Henley, we as a staff feel that there are key areas of school life that demonstrate the importance of teaching for learning. We believe that through an agreed set of standards, we are able to evaluate our performance and ensure the maximum impact for learning to take place.

Our performance indicators are:

- The learning environment
- Teaching strategies and learning experiences
- Behaviour and relationships
- Resources
- Planning
- Assessment

The Learning Environment

The classroom furniture and resources are adaptable and accessible, so that they provide purposeful learning experiences for each child.

- Resources are clearly labelled. They are in defined areas and are easily accessible to the pupils.
- Pupils access resources independently when required.
- Classroom furniture is organised in such a way that enables free movement around the room.
- All resources are available for any given lesson.
- Desk groupings are arranged so that pupils have clear views of where they need to be looking at.

The displays enhance, stimulate, challenge and inform current learning.

- When appropriate displays will be interactive, (2D & 3D) with open and closed questions displayed on them.
- Displays will show a balance between children's work and information.
- Displays will represent all curriculum areas as appropriate across the whole school year.
- Displays will be clearly labelled.
- Displays across the school will show a clear progression of skills and attainment.
- Displays will represent all pupils' work.
- Displays are vibrant with work appropriately mounted and organised.
- Displays will celebrate success.
- Some displays will support learning ie key words/Numeracy vocabulary

There is a planned, purposeful, orderly and stimulating working environment.

- Resources are appropriately prepared for lessons. (Sharpened pencils etc)
- Resources meet the needs of the planned lesson.
- There are sufficient resources for numbers of pupils.
- Classrooms are tidy and well organised.
- Table groupings vary and are appropriate to the needs of the pupils and the specific lesson or task.
- Classrooms and working areas are well lit, well-aired, calm and safe areas to work in.

There is a secure and happy ethos which is conducive to learning.

- The school code of conduct is shared and understood, so that all children feel safe.
- There are clearly established routines which are used consistently.
- Relationships between all people in the classroom are positive.
- Adults conduct themselves in a manner which sets a good example to the pupils.

There is a multi-cultural/multi-racial environment which reflects the intake of the school.

- Resources and tasks set reflect the multi-cultural mix and aspects of school life.
- A variety of different religious celebrations are highlighted and celebrated throughout the school year.
- Pupils have time within lessons (PSHE & topic work) to discuss and learn to understand a variety of different religious and cultural beliefs.
- Displays and display work reflect the multi-cultural ethos of the school.

Learning Experiences and Teaching Strategies

Children are given opportunities for and taught strategies to participate in individual, group and class collaborative learning.

- Children work effectively in a variety of groupings, e.g. paired, group, Kagan, individual and whole class
- Planning indicates the way of working for any one lesson and that way matches the task and learning objective, ensuring appropriate pace and development.
- Children demonstrate confidence in expressing their views to a partner, within a group and to the whole class.

Children experience a variety of questioning techniques and are encouraged to extend their own thinking. This then enables them to use a variety of responses and explanations.

- Teachers use a variety of open and closed questions appropriate to the task in hand. These questions allow for differentiation and are used as an assessment tool.
- Teachers encourage the children to extend their own thinking ie Using De Bono's thinking hats.
- Children are given opportunities to feedback their own learning in a variety of ways; e.g. through presentations, role-play, display, written and verbal reports.
- Children have the opportunity to experience and explore a variety of research materials, including ICT and the use of the library.
- Pupils develop questioning skills across the curriculum, especially in science and maths, in respect of AT1.
- Children are given opportunities to ask questions of their own learning in order to encourage lateral thinking skills.

Children are given stimulating experiences which consolidate or build upon previous learning.

- Adults demonstrate enthusiasm, confidence and good subject knowledge.
- Adults demonstrate good communication skills with explicit instructions – matching work to needs.
- All children are encouraged to engage in lessons by using paired talk, think time, Kagan groupings etc.
- Lessons are paced appropriately to ensure pupils stay focused on the task.
- During a teaching session, there will be regular reviews and re-focusing on learning objectives, with opportunities for questions and demonstrations of learning.

Children are given clear specific objectives which enable them to focus on their learning and clear teaching points and activities which facilitate their learning.

- Learning objectives are shared on the board as WALT (We are learning to…) and/or orally at the beginning of each learning session and success criteria WILF (What I'm Looking For) are clear so children understand the steps they need to take in order to achieve the objective
- Where appropriate, pupils write learning objectives at the beginning of each piece of work.
- Discussion and questioning reflects upon achievement of those learning objectives.
- Opportunities are given for pupils to demonstrate their understanding of the learning objectives through tasks and activities.
- Children are made aware of their own learning targets and work to them regularly in order to improve achievement.

Children are challenged appropriately to encourage the development of self-esteem and confidence.

- Children are encouraged to take responsibility within school, in the form of house captains, sports captains, librarians, school council members, eco-champions, and participation in extra-curricular sports and activities.
- The school code of conduct and behaviour policy are frequently referred to and used to demonstrate appropriate behaviour, both in and out the classroom.
- Circle time/PSHE and assembly times are used to encourage pupils to discuss and share concerns and build relationships and respect.
- Pupil's work is recognised and celebrated in a variety of ways ie display, Celebration Assembly and the rewards system used in each classroom.
- Children in Year Six will take part in a residential visit where self confidence and self esteem are encouraged fully.

Support staff are planned for and used effectively.

- Support staff are briefed on and/or have access to teachers' planning.
- Support staff have a clear role to play in lessons; they have clearly planned activities and work with individuals or clearly targeted groups.
- Support staff have an overview of long term aims and objectives, and of individual pupil targets and IEP's
- There is regular feedback and discussion of attainment and future learning needs for targeted pupils.
- Support staff may also support the class teacher through photocopying, laminating, marking work and preparing resources.

Resources

Resources are of high quality and in sufficient quantity to enhance learning as required.

- Subject leaders monitor the needs of the curriculum in consultation with all staff through annual audits and order new resources as required.
- Class teachers also review resources available and inform relevant staff of resource needs.
- Visual and interactive resources are used where possible to stimulate children's imagination and motivate learning.
- INSET is used to increase staff awareness of new resources and appropriate uses of resources, including ICT resources.

All staff, pupils, families and others are recognised as valuable resources, and their expertise is utilised appropriately.

- Good practice is shared throughout school amongst pupils and staff and their successes are celebrated.
- Outside agencies e.g. Police, fire, road safety etc. are used to their full potential to further enhance the curriculum.
- Community involvement is encouraged and planned for effectively ie The Reading Army

Planning

There is a systematic approach to planning at all levels within the school.

- Planning is monitored where appropriate by the Head teacher and subject leaders to ensure quality, consistency, continuity and progression.
- Shared cross curricular planning is being completed across year groups.
- Planning is clear and explicit and shared with all adults involved.
- Formative and summative assessments are used to inform planning.

Long term planning incorporates coverage of all aspects of the school curriculum, including National Curriculum and RE across all Key Stages.

- All long term plans are linked directly to the National Curriculum Programmes of Study and the Early Learning Goals and the agreed syllabus for RE.
- The long term plans are displayed in the staffroom and are also maintained by the Assistant Head Teacher.

An agreed medium term framework establishes a detailed specification for each module of work.

- Medium term plans are collected by subject leaders as part of the monitoring process to ensure subject content is taught and correct time allocation is delivered.
- Cross Curricular proformas are used to plan on a termly basis and form a structure for the scheme or module of work.
- These detail specific learning objectives, activities, differentiation, resources, support and evaluations.
- They are treated as a working document and are reviewed and amended as necessary in order to inform future learning and teaching.
- Teachers use the National Literacy and Numeracy Frameworks, and the Early Learning Goal medium term objectives to deliver the literacy and numeracy curriculum.

Appropriately structured weekly or daily lesson plans are in place and are used to facilitate effective learning.

- Short term planning for literacy and numeracy is done on a weekly basis, although it may come directly from the cross curricular medium term plan. All forms of short term planning highlight the key learning objectives, differentiated tasks, resources and specific support where needed.
- Daily planning takes account of IEP and individual targets.
- Short term planning is clear and explicit, stating clear learning objectives and enabling it to be used effectively by different adults if need be.
- Opportunities for formative and summative assessment are included in short term planning.
- Effective planning for plenary sessions gives opportunities for pupils to demonstrate understanding and anticipate future learning.

Teachers' planning takes account of prior learning.

- Planning sheets are used to record observations about attainment and progression in relation to the key learning objectives.
- Short and medium term planning shows progression and continuity, building on previous learning and developing units of work which are amended where necessary.
- Records of progression and attainment are used to track pupil progress and inform planning. In Reception, this is demonstrated in the e-profile.

Assessment

The school has a coherent policy for formative and summative assessment, recording and reporting that incorporates marking and presentation, and ensures that statutory requirements are met.

- Assessment and marking policies are agreed and understood by all adults and pupils and are effectively implemented. (See Policies)