

WELLESLEY PRIMARY SCHOOL

POLICY FOR TEACHING AND LEARNING

Rationale

"Primary education is a critical stage in children's development - it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems, being creative in writing, art, music, developing their self-confidence as learners and maturing socially and emotionally" (Excellence and Enjoyment 2003). There is no single route to good teaching, no one way of doing things. As a school we are committed to providing ways to inspire children through effective teaching.

At Wellesley Primary School we aim to:

- Value the importance of working with each other, our parents and the wider community
- Develop happy, motivated life long learners equipped for the future
- Nurture healthy, caring and respectful individuals
- Develop thoughtful and environmentally conscious citizens
- Strive to reach our full potential and take pride in our achievements

Vision Statement

Aim high - reach for the sky!

Aims of teaching and learning

- To reach the potential of every child, not just cover the curriculum.
- To provide opportunities for all staff to develop so that they can
 1. have good subject knowledge
 2. motivate children to learn
 3. set a good example
 4. keep order in the classroom
 5. understand children's problems
 6. be fair, kind and friendly

Guidelines

a) Teaching

In order to meet our aims we must:

- have a clear vision which everyone is aware of and which everyone works towards.
- provide professional development for all staff
- provide formal and informal opportunities for teachers work to be observed, monitored and for them to receive honest feedback.
- provide good policies and schemes of work.
- provide learning resources to support schemes of work
- have subject leaders to give up to date advice and support
- have a performance management cycle linked to professional development
- support teachers in their dealings with parents and outside agencies.
- support teachers in providing for the most and least able.
- give teachers opportunities to be involved in decisions which affect their professional lives.
- Provide an environment in which teaching can occur
- Be aware of children's different learning styles.

b) Learning

School is a place designed for learning and the whole school is a learning environment.

Through effective teaching there will be quality learning to

- acquire knowledge
- acquire skills
- understand more about something
- commit things to memory
- become informed
- develop physically, socially, emotionally as well as academically
- develop independence
- develop self-motivation
- acquire positive attitudes
- become well rounded citizens

There are a range of teaching strategies which should be employed at the appropriate time.

- Exposition
- Whole class interactive
- Discussion between teacher and children
- Guided group/individual activities
- Appropriate practical work
- Consolidation and practice of fundamental skills and routines
- Demonstration
- Questioning
- Problem solving by applying knowledge to everyday situations
- Investigation

Conclusion

What happens in the classroom, the quality of a teacher's teaching and opportunities for a child's learning are the key to raising educational standards.

Through this policy we will ensure that as a school through efforts to improve teaching and learning we will have an organisation that has high expectations; knows it's strengths and addresses areas for development.

Reviewed: Autumn 2011

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APPENDIX

Tips to help to be an effective teacher:-

Before the School Year starts:-

- ensure classroom is safe and stimulating
- organise furniture so that room is at maximum efficiency
- organise and label resources
- ensure you have the necessary records about the children and use them in planning/grouping etc.

When the children arrive

- be organised, confident, in control
- let them know what you expect of them and listen to their expectations
- within bounds of whole school policy set a class charter for behaviour, rules, sanctions.
- Take time to train the children in procedures you want to operate in your class
- Train the children in location and return of resources.
- Be aware of parents at the beginning/end of day - they will quickly form judgements about you.

Planning/Assessment/Recording

- Follow school policy to meet requirements
- Think about learning objectives not just teaching activities.
- Include differentiated activities as appropriate
- Plan for effective use of support assistants/parents etc.
- Evaluate your own lessons for improved teaching.
- Record your assessments for children using policy guideline and use them to plan for the future.

Develop your Knowledge Base by:-

- Attending school based INSET and staff meetings
- Attending external courses in line with your performance management action plan and the school improvement plan.
- Talking to and observing other teachers
- Reading journals, publications etc
- Visiting places you are going to visit with the children.
- Trying things out before you try them with the children
- Speak to experts.

Raise pupil Self Esteem by:-

- Making sure each child feels liked and valued
- Listening actively
- Responding positively
- Smiling
- Taking problems seriously
- Being fair and consistent

- Encouraging independence
- Valuing work by displaying it well
- Reporting success to parents
- Giving opportunities to take responsibilities (monitors etc)
- Being proud of the children in your class

Responding/Listening

- Listen carefully, maintaining eye contact
- Respond positively even when answer was not what was anticipated
- Rephrase question if necessary
- Capitalise on responses for the benefit of all
- Respond firmly if children make inappropriate, rude or deliberately silly comments
- When children speak to you - concentrate, don't do other things at same time.
- Don't interrupt/cut children off
- Reflect back/paraphrase children's responses to indicate that you have heard/understood
- Sit at children's level especially for sensitive issues.

Encouraging co-operation and collaboration

- Provide opportunities for group working - ability, friendship, mixed.
- Train children to take turns, leading, presenting, scribing.
- Teach rules of good discussion
- Celebrate group achievements

Encourage pace and rigour by:-

- Setting time targets - "you've got 10 minutes left to....."
- Setting high expectations
- Intervening appropriately - short periods of review and recall to draw class together, check progress, maintain pace.
- Don't stop whole class when only individual or groups requires intervention.
- Don't assign too much time to a task - boredom can lead to poor behaviour and slow pace.
- Be clear about what you want to achieve in lesson, share objective with children.
- Create a balanced timetable.
- Develop effective mechanism for changing from one activity to another.
- Manage time wasting activities eg. queues, toilets, pencil sharpening. Can 2 things be done at once - short story/mental maths whilst changing for P.E.
- Have all your resources available before the lesson.
- Be sure time planned for is effective eg. don't spend over long on making a clock face so that there is no time to teach the concept of time!

Assessment Marking Feedback

- Build assessments into planning and use.
- Mark work promptly with developmental comments/highlight progress achieved
- Give immediate verbal feedback
- Recognise pupil effort.

Dealing with Discipline

- Clear unambiguous rules
- Continuous positive feedback
- Follow school policy for hierarchy of sanctions
- Apply sanctions consistently when rules broken.
- Some tactical ignoring of behaviour may be effective to avoid constant negativity and nagging.
- Give non-verbal messages - look, movement of head, hand - move into pupil's line of sight
- Say child's name and state positive behaviour required
- Statement "if..... Then you are choosing to be sent to....." etc.

Homework

Value homework as part of whole school policy to support and extend learning by

- Practising skills
- Deepening knowledge
- Reinforcing newly acquired concepts
- Extending learning through research
- Involving parents
- Helping children to see education in wider context
- Developing work habits to be expected at secondary school

Parents

Forge good relationships working within school guidelines by:-

- Finding quality time to meet parents
- Listening carefully
- Involving parents in discipline matters where necessary
- Not letting individual parents dominate
- Offering re-assurance not unachievable promises.