



Seaham Trinity Primary School

Teaching and Learning Policy

School Aims

At Seaham Trinity Primary we aim to provide a rich, structured and caring environment offering a varied and balanced curriculum with equal opportunities for everyone. All pupils are encouraged to acquire skills and attributes that will enable them to realise their full social and educational potential and become confident, valuable and caring members of society with a continuing thirst for knowledge.

School Values

We believe that:

- We must listen to each other, whether child, parent, governor or member of staff
- Every member of the school community has the right to feel happy and secure on the way to school, whilst at school and on the way home.
- Each member of the school community is of equal value
- Every child has the right to equal opportunities regardless of age, gender, ethnicity and ability
- We have a responsibility to provide high quality education for all pupils
- We have a responsibility to provide the support needed to allow every child to reach their potential
- Every member of the school community should continue to be learners
- We should show that we care for each other and our environment by our action and our words
- We should find opportunity to express wonderment in our world through our learning
- We have a responsibility to support spiritual, moral, social and cultural development of our children

Rationale

At Seaham Trinity Primary, through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help to prepare them to make a mature and critical contribution to society as an adult.

We agree that the classroom environment should be challenging but not threatening because we know that learning is enhanced by challenge.

We recognise that much learning occurs during the interaction of pupils with one another and with the adults who work with them.

We acknowledge that we need to be reflective in our practice because not all teaching leads to learning.

Children will be inspired and motivated by staff who will continue to develop professionally themselves within the community of learners.

Principles of Inclusion

At Seaham Trinity Primary, we believe an inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every pupil matters. This will show not only in the pupils' performance but also in the school ethos and our willingness to take account of pupils' varied life experiences and needs.

At Seaham Trinity Primary, we will embrace the principles of inclusion. This will enable us to:

- maintain a culture of inclusion
- celebrate education diversity
- meet the needs of children for whom English is not their home language.
- seek ways to support disadvantaged children and their families
- best meet the needs of pupils with SEN

This will be evidenced by:

- Parents of EAL children having access to information about the school and their children
- Children with SEN learning within the classroom unless specific needs require withdrawal
- SEN support teachers generally working within the class.
- Disadvantaged children and their families feeling supported and valued
- Opportunities being taken to allow children to share their culture
- Adults and children showing respect for one another in a way they speak and act at all times.

We will continually monitor and evaluate children's social, intellectual, spiritual, moral and cultural development and take action if individual or groups of children cause concern

We will meet our school aims through high quality teaching. We believe that the following seven key statements define high quality teaching:

Key Statement.

In teaching we will talk regularly with learners about their learning and listen to them.

This will enable us to....

- Help the child to clarify his/her own understanding
- Review prior knowledge and understanding at the start of each lesson.
- Help assess progress made during the lesson.
- become aware of a child's misunderstanding more quickly.
- Use children talking about their learning as a tool to support the learning of others.

Which will be evidenced by...

- Children talking to one another and the teacher about their learning.
- Children showing that they are listening by their responses.
- Children responding to carefully targeted questions; in the plenary, children are encouraged to talk about what they have learnt and not what they have done.
- The teacher responding to a child's misunderstanding.
- Children being able to talk about the progress they have made over time

Key Statement

In teaching we will be knowledgeable about what we are teaching.

This will enable us to...

- Be confident that what we are teaching is factually correct.
- Be creative in our delivery of lessons.
- Identify efficiently where we need to take the child next
- Enjoy teaching
- Make accurate assessments of each child's progress.
- Take into account the learning that has taken place previously and the learning that is planned to follow.
- Ensure that the planned activities deliver the learning.

Which will be evidenced by...

- Children being motivated, engaged and focussed.
- Children making better progress (and be aware of their own progress).
- Teacher feeling positive and enthusiastic about their teaching.
- Children enjoy learning.
- The knowledge gained by the children being accurate.
- Teachers' being confident when responding to children's questions

Key Statement

In teaching we will reflect on our practice and challenge our own thinking.

This will enable us to....

- Change our practice if this leads to more effective learning.
- Share good/less effective practice to highlight success and weakness.
- Be prepared to refine and modify plans/strategies in the light of our reflections
- Use resources/manpower effectively.

-Be able to respond to change.

-Stimulate discussion and innovation.

Which will be evidenced by...

-A range of teaching styles used in every classroom.

-Different styles of learning in the classroom.

-Highly motivated children.

-Children actively engaged in the lessons.

-Teachers talking analytically about their learning.

-Pupils consistently making progress.

Key Statement

In teaching we will ensure that we have a clear picture of our pupils' knowledge, skills and their level of understanding.

This will enable us to...

-Report to pupils and parents

-Differentiate our planning at appropriate levels.

-Support children who are not achieving their potential.

- Compensate where necessary for those areas of learning where children have greatest deficits and acknowledge that some children will experience less success than others.

-Have knowledge of children's prior attainment relative to the learning objectives.

-Have clear learning objectives set in planning lessons to measure progress against previous learning.

-After effective delivery of a lesson, have means of measuring progress within the lesson.

-Have effective record keeping of children's progress.

-Use weekly planning meetings to modify the next step of learning in the light of gained understanding.

-Communicate information between staff working with children.

-Respond to targets identified on IEPs.

Which will be evidence by...

-Marking of children's work clearly linked to planned learning objectives.

-Progress reports clearly show pupils' attainment.

- Children achieving their potential.
- Children meeting the learning objective.
- Different levels of questioning.
- Children having clear understanding of objective.
- All children feeling worthwhile and able to access that objective at their level.
- Enthusiastic children being in control of their own learning.
- Teachers using a variety of assessment tools.
- Children meeting their IEP targets.
- Teaching assistant working with targeted children using appropriate resources to best meet their needs.

Key Statement

In teaching we will ensure what we teach comes from our school's curriculum plans, the foundation and National Curriculum and local and national strategies.

This will enable us to...

- Plan together as a year group for short term plans-have all members of a year team working on the same objectives.
- Regularly review the medium term plans to ensure coverage.
- Plan for progress and continuity.
- Match learning activities to the needs of the children.
- Plan using a range of teaching and learning strategies.

Which will be evidenced by...

- The children knowing what learning is expected of them.
- The children getting the same learning opportunities throughout the year group.
- The children's work showing continuity in terms of coverage (revisit/accelerate as necessary)
- Having references to Foundation and National Curriculum documents and local and national strategies on the short tem/medium term planning sheets.
- The teacher knowing what learning they must cover in each curriculum area.
- Progression in the expectation through the school.
- Children benefiting from experiencing a variety of learning styles.

Key Statement

In teaching we will organise our classroom activities to encourage children to become successful learners through understanding how they learn.

This will enable us to...

- Achieve high standards of behaviour.
- Make constructive use of the "Plenary" in order for the children to reflect on what they have learned and how they will move forward.
- Make the learning objectives explicit to the children in every lesson.
- Give children long term objectives and outcomes- to know where the individual steps of their learning are leading to.
- Make links/connections within a topic and across other curriculum areas.
- Make effective use of resources.

Which will be evidenced by...

- Children on task.
- Children being involved in own learning.
- Pupils being motivated and focused, knowing the direction of their learning and so improving the standard of work.
- Children being able to transfer and apply previously acquired skills and knowledge to other curriculum areas, enabling them to achieve greater success.
- Children having ownership of their learning and knowledge what the next step is (having already thought before the next lesson)
- Children knowing and aiming to achieve their target.
- Resources supporting children's learning.
- Children taking pride in their work which is of a high quality in relation to their ability.
- Children excited by their learning.

Key Statement

In teaching we will regularly both formally and informally assess the attainment of our pupils.

This will enable us to...

- Act on information to help us to ensure the progress of all pupils is good and attainment is high in relation to ability.
- Effectively assess pupil progress against desirable outcomes.
- Use data to identify children whose rate of progress is causing concern in order to respond to their particular needs.

- Prepare reports for individual and groups of pupils.
- Set individual and school targets.
- Track pupil progress.
- Make attainment data accessible to other professionals.

Which will be evidenced by..

- Pupils making good progress against prior attainment.
- Teachers asking questions focused on the learning objectives and children being able to answer.
- Teachers referring to assessment data when responding to questions about attainment.
- Realistic but challenging short, medium and long term targets set for children.
- Teacher having systems in place for informal assessment during lessons.
- Assessment influencing planning.

Monitoring and implementation of the policy.

There will be on-going monitoring of the policy by:

Head teacher

Deputy Head teacher

Subject co-ordinators

SENCO

Phase leaders

Classroom practice will be monitored using the reflective model where the teacher is given opportunity to reflect on their own practice.

Planning will be monitored by subject leaders as part of their school improvement planning and by phase leaders as part of their monitoring role.

Planning will be monitored by the SENCO to ensure planning supports inclusion.

Pupil attainment and progress will be monitored by the class teacher, assessment co-ordinator, head teacher, deputy head teacher, SENCO and subject co-ordinators.

This monitoring, we believe will underpin the improvement in children's attainment and help make our teaching more effective.