



TEACHING AND LEARNING POLICY

SCHOOL INFORMATION

ST GEORGE'S LOWER SCHOOL

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TEACHING AND LEARNING POLICY

INTRODUCTION

At St George's Lower School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. 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. This policy highlights classroom practices and procedures that promote high quality teaching and learning.

SCHOOL AIMS AND IMPLEMENTATION

St Georges aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.
- At our school we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential by catering for those different learning styles.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children's self-esteem and help them build positive relationships with other people.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people and their possessions.
- Enable children to understand their community and help them feel valued as part of this community.
- Help children grow into reliable, independent and positive citizens.

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 take into account the different forms of emotional intelligence when planning teaching and learning styles in order that Pupils learn to:

- Effectively acquire new knowledge or skills in their work, develop ideas and increase their understanding.
- Show maximum engagement, concentration, application and productivity.
- Develop skills and capacity to work independently and collaboratively.

We offer opportunities for children to learn in different ways that may involve the use of varied seating arrangements. The learning styles used include:

- Independent work;
- Paired work;
- Group work;
- Whole-class work;
- Investigation and problem solving;
- Independent and group research;
- Asking and answering questions;
- Debates, role-plays and oral presentations;
- Participating in drama and musical presentations.
- Creative activities;
- Designing and making things;
- Use of the I.C.T;
- Use of games;
- Outdoor work and visits to places of educational interest;
- Use of audio visual resources
- Participation in athletic or physical activity.

A. What is 'good learning'?

At St George's Lower School we believe that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;

- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively differentiated;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

A1 At St George's we believe that children learn best when they are encouraged to form positive relationships with their teacher, peers and other members of the school community;

- Children and adults demonstrate mutual respect;
- Children and adults develop a good rapport with one another;
- Children demonstrating respect and consideration for themselves and others modelling the values and skills of the school at all times;
- Children reflecting on how their behaviour affects themselves and others;
- Children working with adults to establish and meet rules and targets for both learning and behaviour;
- Children supporting, encouraging and praising each other;
- Children being intelligently critical of their own work and that of others;
- Children taking pride in shared and personal successes;
- Children able to work independently and in collaboration with others;
- Children able to reflect and evaluate on their own progress and learning through using and developing effective communication skills from explicit modelling;
- Children being keen, able and confident to tell their parents/carers about their school-day in an honest way.

A2 At St George's we believe that children learn best when they have clear direction and are praised for all the good things that they do;

- Children are able to carry out tasks and activities successfully following clear instructions from their teacher;
- Children are rewarded with Dojo points, the school's dragon, certificates, Milo Award etc ... (in line with the School's Behaviour Policy) when they have shown good learning behaviours, good social behaviours, have made good progress or arising from a good completed piece of work;
- Children know exactly what is expected of their social and learning behaviours through high expectations from their teacher and other adults with particular reference to the School's Rules, as well as individual class rules.

A3 At St Georges we believe that children learn best when they are actively involved in their learning at an appropriate level to match their learning needs;

- Children enjoying their learning and allowing others to do so as well;
- Children eager to ask questions competently using whole sentences, at a variety of levels;
- Children making informed contributions to class discussions and shared learning experiences;
- Children learning from 'hands on' experiences; practical and appropriate activities;
- Children working on task for increasingly extended periods of time;
- Children engaged in a range of independent and collaborative tasks;
- Children keen to talk about what they have been doing and what they have learned;
- Children gain an appreciation of learning that continues to flourish as they become older.

A4 At St Georges we believe that children learn best when they are encouraged to become increasingly autonomous learners;

- Children showing initiative and taking responsibility for their own learning including;
 - i. Independently organising their own learning resources and are quickly able to begin their work;
 - ii. Using their individual learning targets to assess their own work, and those of other children, against the lesson's objectives; thinking of ways to improve their work;
 - iii. Having the opportunity to plan and direct their own learning;

- iv. Having access to clearly labelled resources and being able to select and use them with increasing independence;
- v. Developing their research skills using a variety of resources;
- Children are increasingly able to manage their own emotions and relationships.

A5 At St Georges we believe that children learn best when they are appropriately challenged with learning experiences which are relevant to their lives and interests and are motivating and engaging

- Children engaged in activities which match their ability, and which challenge and extend their thinking, develop their knowledge, skills and imagination and increase their use of appropriate vocabulary;
- Children taking pride in their work and wanting to succeed in it;
- Children being involved in investigations and problem solving tasks;
- Children having the opportunity to work both within the School environment and also in alternative environments, when appropriate, during educational visits;
- Children keen to finish and improve their work and persevere with tasks which they think are difficult;
- Children being aware of their learning and social targets and know how to work towards achieving them;
- Children being able to use oral and written feedback effectively (at the age appropriate level) in order to see gaps in their learning and what they need to do in order to make further progress.

A6 At St Georges we believe that children learn best when they are working in an environment which is safe, caring, supportive and stimulating

- Children are secure and happy in a safe, purposeful environment;
- Children feel they are able to explore their own ideas and feelings and to respect the views of others;
- Children observing the class and school rules;
- Children responding well to encouragement, praise and rewards;
- Children showing care and respect for each other and their own and others' property;
- Children's work is displayed, celebrated and valued;
- Children being aware of how to keep themselves and others safe around the school and in the wider community;

A7 At St Georges we believe that children learn best when their learning is well structured and delivered

- Children aware of the learning goal and learning objectives for the lesson and the pace at which they are expected to work at in order to achieve this;
- Children making good progress, building upon what they have already learnt, developing new skills, knowledge and understanding and being able to apply them in different contexts;
- Children knowing what to do, both socially and in their learning, and what is expected of them.

A8 At St Georges we believe that children learn best when their learning is effectively differentiated

- Children engaged in activities which are differentiated effectively by either prescribed outcome, the support given, resources or task; or a combination of any of these, to match their needs and extend their learning.

A9 At St Georges we believe that children learn best when their learning enables appropriate and pertinent aspects of personal, social, moral and emotional development within both overarching and explicit provision;

- Children's personal, social, moral and emotional development is supported through the School's provision; both within the discreet and hidden curriculum, in order that they achieve well academically and can become active, responsible and caring members of the School and wider community.
- Children to develop an increasing awareness of their own spiritual, moral, social and cultural development through actively participating in Circle Time and learning to apply this in their decision making and actions.
- Children to develop an increasing awareness of the School's Brain Gym approach in their learning and actively participate in demonstrating these effectively.

EFFECTIVE TEACHING

B. What is 'good teaching'?

At St Georges we believe that good teaching is when teachers (and other School staff when applicable);

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the School offers.
- Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

B1 At St Georges we believe that good teaching is when teachers (and other School staff when applicable) form positive relationships with the children in their class and other members of the school community;

- Adults and children demonstrating mutual respect;
- Adults and children developing a good rapport with one another;
- Adults demonstrating respect and consideration for themselves and others;
- Adults understanding that their behaviour is a model for the children in the school and therefore ensuring that their behaviour is exemplary;
- Adults working with children to establish and meet rules and targets for both learning and behaviour;
- Adults demonstrating support, encouragement and praise to children and other adults and encouraging this to be reciprocal within the School community;
- Adults taking pride in shared and personal successes;
- Adults taking an active part in the life of the school by acting professionally and with sensitivity;
- Adults working and communicating effectively with children, colleagues at all levels and parents/carers in order to maximise children's learning;
- Adults being keen, able and confident to tell their colleagues about their school-day in an honest way.

B2 At St Georges we believe that good teaching is when teachers plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;

- Teachers and School leaders, at all levels, have an understanding of and are able to effectively utilise the complete planning process; to develop long, medium and short term plans, to inform both the construction of the curriculum and its delivery;
- All planning is suitably differentiated for all learners with clear learning in language the children will understand;
- Planning identifies a range of engaging activities to develop children's skills, knowledge and understanding;
- Planning explicitly notes appropriate subject specific language;
- Planning details resources to be used which support learning, including the strategic deployment of any other adults;
- Planning shows that the teacher has been reflective and assessed the children's work, annotating this to indicate potential next steps in the children's learning which will directly move the learning on;

- Teachers have the opportunity to plan together across year groups.

B3 At St Georges we believe that good teaching is when teachers (and other adults when applicable) insist on high expectations of learning and social behaviours;

- The Headteacher and Assistant Head develop clear and consistent structures and systems for all members of the School community that identify expectations for both learning and social behaviours;
- Teachers and other adults maintain positive relationships with the children without underestimating the need for good behaviour;
- Lessons are well paced, interesting and match the children's learning needs so that all children are encouraged to display good learning behaviours;
- Teachers and other adults consistently but sensitively use the School's Behaviour Policy in order that all children know what is expected of them, can learn and socialise appropriately and understand the difference between right and wrong and that there are consequences to their actions;
- Children are praised and rewarded for the good things that they do and sanctioned if they do not do the right thing.

B4 At St Georges we believe that good teaching is when teachers (and other adults when applicable) ensure that effective direction and support is given in order that the children make good progress;

- Senior leaders develop clear and consistent structures and systems for all members of the School community that identify expectations for both learning and social behaviours;
- Children are given clear consistent direction about their expected conduct both in lessons and around the School;
- Children's work is regularly, diagnostically assessed; verbally or in written form, clearly stating what the children have done well and what their next steps in their learning are;
- Teachers and children; and teachers and senior leaders, have regular discussions about the children's work which affect provision and support arising from this within the accountability process;
- Children and teachers use a variety of accurate, timely and regular assessment strategies in order to assess children's work in relation to the lesson's learning;
- Teachers and children to develop accurate and timely use of the assessment performance descriptors for Reading, Writing and Mathematics in line with the 2014 Primary Curriculum;
- Teachers have a secure understanding of what each child is capable of in their class and will only accept appropriate outcomes for each individual, relative to their ability and moderate work across year groups, in order to support accuracy and consistency;

- Teachers have a secure understanding of progression within each core subject (English, Mathematics, Science and ICT); including what skills, knowledge and understanding need to be demonstrated for a child to aim to achieve at National Standard and what the next steps for that child are in order that they make progress in their learning, or where to find this information for all curriculum subjects.

B5 At St Georges we believe that good teaching is when teachers demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;

- Teachers engage children throughout the lesson by providing clear and concise explanations and expectations, a good balance of challenging and appropriate activities, questions and discussion points and opportunities to assess what has been learnt and develop considered accurate responses to the next steps in their study or learning;
- Teachers are instrumental in their own Professional Development; actively taking part in Continuing Professional Development (CPD) sessions both within school and elsewhere;

B6 At St Georges we believe that good teaching is when teachers develop and sustain good links with parents/carers in order to support the children's learning;

- Senior leaders, at all levels, teachers and other staff use informal and formal opportunities to develop positive relationships with parents/carers that enable clear, honest and relevant information to be shared which is aimed at supporting learning and the development of good learning and social behaviours;
- Teachers use the following opportunities to work towards the aim stated above;
 - i. Formal opportunities such as parents/carers consultations, annual reports and meetings organised at the request of either School or parents/carers;
 - ii. Informal opportunities such as at the beginning and end of each school day, on educational visits and through extended schools opportunities;
 - iii. Inviting parents into School so that they can share their expertise in order to support children with their learning;
 - iv. Liaising regularly with parents and carers in a variety of ways including; information of class dojo awards, ' invitations to class and whole school assemblies and key events, home/school communication through the Reading Diaries;
 - v. Parents/carers, children and a member of School staff all sign a Home/School agreement in order to establish the roles, rights and responsibilities of all members of the School community.

B7 At St Georges we believe that good teaching is when teachers develop and maintain safe, secure and inspiring classroom and learning environments;

- Senior leaders, at all levels, and all staff take time to consider both the classroom and learning environments in terms of their safety and are continually looking for ways to improve them;
- The classroom and learning environments will be managed in a way that supports the development of learning; academic, social and emotional. Features of this will include:
 - i. Furniture being arranged to facilitate different types of learning; through whole class teaching, group work, one to one and also to ensure inclusion;
 - ii. High quality classroom and corridor display with good balance between the celebration of children's work annotated with the child's name, class group and an explanation of the work and displays that develop children's learning by providing expectation and/or support;
 - iii. Age and ability appropriate learning resources which are clearly labelled and accessible for all children as appropriate;
 - iv. The acknowledgement by School leaders, at all levels, and all staff that communal areas within the School environment such as the playgrounds, School Halls and corridors contribute to the academic, social and emotional development of children and therefore receive due consideration and are developed accordingly;
- Teachers ensuring that children have the opportunity to work both within the School environment and also in alternative environments, when appropriate, during educational visits.

B8 At St Georges we believe that good teaching is when teachers demonstrate effective lesson organisation;

- Lessons are well structured to include appropriate time for an introduction, independent or collaborative tasks and for a plenary or series of mini-plenaries with ample opportunity for teacher/child interaction, in order to discuss, enhance, reflect and further develop the children's learning;
- Teachers provide clear direction to ensure children know what they are doing and how to do it including the modelling and demonstration of key elements within lessons, working with a guided focus group when appropriate using the day-to-day assessment of the children's progress.
- Teachers apply the most appropriate classroom organisation, both in terms of the physical environment and also how the children are organised, in order to match and contextualise the children's learning;

- Opportunities are available for children to engage in practical activities, investigations and problem solving;
- Teachers provide opportunities for children to practice and reinforce skills learnt and appropriate extension and challenge activities;
- Teachers use appropriate resources, including the use of ICT to support and extend children's learning;
- Resources are clearly labelled, the children can access them and use them with increasing independence;
- Teaching Assistants are well deployed, optimising all learning opportunities and throughout their conduct in school set high expectations of themselves and the children.

B9 At St Georges we believe that good teaching is when teachers effectively assess and monitor children's progress in order that they can affect children's learning both within individual lessons and over time;

- Senior leaders, at all levels, and all teachers maximise the opportunities to impact on children's learning through self-evaluation structures, the School's 'Pupil Target Tracker and on-going classroom assessment and feedback. This will involve senior leaders, at all levels, and teachers engaging in the following activities and affecting practice accordingly;
 - i. The analysis of statutory assessment data to evaluate individual, group and cohort standards and achievement;
 - ii. The regular assessment and tracking of children's standards and achievement in Reading, Writing and Mathematics in years 1-4 in relation to individual targets set;
 - iii. The regular evaluation of progress shown by all children in years 1-4 (in the areas noted above) through discussion between senior leaders, including the SENDco;
 - iv. The regular monitoring of progress in Foundation Stage, establishing provision targets for individual, group and cohorts of children against assessment criteria within the Foundation Stage Profile;
 - v. Class teachers regularly assessing children's understanding and progress both within lessons, at the end of lessons and over time in order to quickly recognise children's barriers to learning and moving swiftly to overcome them and using these assessments to inform the next stage of learning and the planning process;
 - vi. Teachers providing encouragement, praise and rewards for the effort, outcomes and progress children make;
 - vii. Teachers use diagnostic feedback to children; either verbally or in written form, which can be used by the child to improve their learning with the child becoming increasingly active within this process;

- viii. Children becoming increasingly involved in assessing their own and others learning and taking appropriate actions to develop this e.g. self-assessment against the lessons objectives.
- ix. Teachers liaising with the School's SENDCo in the formulation and implementation of any intervention programme including children's Individual Education Plans (IEPs) and evaluating the impact of these on the children's learning.

B10 At St Georges we believe that good teaching is when teachers use resources effectively, including other adults, to support children's learning;

- Teachers ensure that each classroom has a basic set of age and ability appropriate resources;
- Subject leaders ensure that specialist resources are stored, maintained and audited in designated areas;
- Children are taught how to use resources correctly and safely and also to respect and maintain equipment;
- Care is taken that resources reflect the cultural and linguistic diversity of the school and that all children have equal opportunities to use these resources;
- Resources used are appropriate to the task and age of children in supporting and engaging them with their learning;
- Other adults are deployed effectively to work with individual children or small groups of children both within the classroom and in intervention activities to maximise learning opportunities.

B11 At St Georges we believe that good teaching is when teachers use technology effectively in order to support children's learning;

- Senior leaders, at all levels, and teachers use the School's electronic assessment system, Pupil Target Tracker, to record and monitor children's progress against the targets set at the beginning of the year and affect provision accordingly;
- Teachers increasingly use a wide range of technology to support, enhance and engage children in their learning and encourage and support children to use these resources increasingly independently.

B12 At St Georges we believe that good teaching is when teachers use questioning effectively to gauge and extend children's skills, knowledge and understanding;

- Teachers ask a range of questions (comprehension, knowledge, application, analysis, synthesis and evaluation) to children in order to check understanding and move their learning forward; and increasingly expect the children to ask such questions themselves using the appropriate language.

B13 At St Georges we believe that good teaching is when teachers are reflective regarding their professional practice and the overall provision the School offers.

- Senior leaders, at all levels, and all staff are aware of the need to be both reflective and proactive in developing both the School and themselves in order to develop and sustain effective provision and practice. This is exemplified through effective and robust School systems and structures within the accountability process including:
 - a. School self-evaluation practices;
 - b. The Performance Management Cycle;
 - c. Bespoke whole, group or individual staff Continuing Professional Development
 - d. The School's meetings cycle; including Governors, Senior Leaders, teaching staff, and teaching assistants.
 - e. Informal support from colleagues at a variety of levels.

TEACHING AND LEARNING GUIDELINES

Please see individual policies for further information

C Assessment & Target Setting

We assess pupils' work thoroughly and constructively, recording progress and attainment on School Pupil Tracker, which enables us to:

- Specifically target individual and groups of children for the following term.
- Set individual, group and / or whole class targets in Numeracy & Literacy
- Display these targets within each classroom and share them with children and parents.
- We assess and record the progress of each child in reading, writing, numeracy and science each term and these are evaluated with the Assistant Headteacher / Senco and teachers.
- Understand how well they are doing and how they can improve.

PLANNING

D The curriculum is organised through long, medium and short-term plans.

The long term plans present an overview of the curriculum and are reviewed by curriculum leaders on an annual basis to ensure the delivery of a broad range of worthwhile curricular opportunities that cater for the interests, aptitudes and particular needs of pupils, and ensure progression in pupils' learning. We ensure our plans:

- Meet statutory requirements including RE and collective worship and PSHCE.
- Provide well for pupils with special educational needs including Gifted and Talented pupils.
- Are relevant including well-developed programmes of study.
- Are inclusive ensuring equality of access and opportunity for all pupils.
- Are shared with parents via the school's website, to encourage partnership.

Medium term plans are designed to ensure continuity and progression through the different key skills, main drivers and are evaluated by the team at the end of each term for:

- Displayed or made available in class and shared with other adults and pupils.
- Provide for a balance of learning styles to be used.
- Motivate all the pupils, engaging and exciting them
- Stimulating display work result from the term
- Cross curricular links that worked well
- Use the local environment effectively or the local community.
- Achieve all the objectives or was there too much/ too little in the plan.

Weekly numeracy and literacy plans contain specific information to assist pupils' learning, including:

- Short Term Plans identify differentiated tasks.
- Resources needed, the key vocabulary and questioning to be developed.
- The allocation of staff to particular groups.
- Homework set as part of extended learning opportunities.
- The Assistant Headteacher will spot sample the planning and evaluate against the work produced by the children.

The school uses the Ruth Miskin, Read, Write Inc planning for Literacy and The Abacus scheme of work for maths. A creative I Curriculum is devised and delivered

by individual teachers with a generic theme running across the school. This encompasses Geography, History and in some cases Science. Some science is taught outside the I Curriculum lessons. The planning takes into account the individual, group interests alongside the cultures of the local community and environment. Key skills and drivers linked to the ethos of our school form the basis of each unit of planned work.

DISCIPLINE

For more detail see the school's 'Behaviour policy.'

All staff make considerable effort to establish good working relationships with the children in their classes.

- We treat the children with kindness and respect.
- We use firm but fair language to address children courteously and have high but realistic expectations concerning high standards of self-discipline.
- We have a positive behaviour policy that sets out our expectations of the pupils and ensure that they are rewarded for good behaviour.
- The school uses the 'Class Dojo' system to reward the children for effort, good behaviour and these points can be seen by parents through on-line autonomy.
- We set and agree with children the class code of conduct and expect all children to comply with these rules to ensure the best learning opportunities for all.
- We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general.
- The House point system is celebrated with individual and group successes in whole school assemblies each week. The children can see their house point / Dojo point successes throughout the day in each classroom.

HEALTH AND SAFETY

The health and safety of the children is our first priority

- Pupils work in a healthy and safe environment.
- We ensure that all tasks that the children undertake are safe and identify risks in the plans.
- Educational visits are seen as an important way of enhancing the curriculum, but prior to any visit we consult the Head teacher and complete a risk

assessment form. We use 'Evolve' for effective health and safety for all of our school trips.

- Risk assessments are shared with both participating staff and pupils.
- Parental permission for educational visits is always sought.

There is a detailed Health and Safety Policy on the school web site.

CLASSROOM ORGANISATION & MANAGEMENT

We encourage pupil involvement in the organisation and day to day management of classrooms. To that effect children in each class are given jobs to develop their sense of responsibility and independence. A list of these jobs together with associated names is displayed in each classroom.

SUPPORT STAFF

Support staff are highly valued at St George's Lower School. Teaching assistants are deployed in line with the needs of the school, individual staff strengths and school budget. The allocation of support staff is reviewed towards the end of each academic year to ensure the most effective use of available staff.

- The distribution of Teaching Assistant's hours during a week is planned strategically to meet the individual needs of specific learners and the school's key priorities.
- We aim to make the best use of assistant's strengths and aim to support their professional development through both internal and externally organised INSET
- The main responsibility of support staff is to work with individual or small groups of children, to teach small Read, Write Inc groups, to assist with the pastoral needs of the children and on occasions assist with the 1-2-1 learning of specific children.
- Assisting in the preparation of resources, displaying of work and storage of materials.
- Teachers spend time daily communicating and discussing the learning outcomes and specific expectations of any activity with support staff.

ATTRACTIVE LEARNING ENVIRONMENTS

We believe that a stimulating environment sets the climate for learning.

An exciting classroom promotes independent use of resources and high-quality work by the children.

- We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children.
- We ensure that all children have the opportunity to display their best work at some time during the year.
- Each classroom has a Numeracy and Literacy display as well as displaying the targets for the children.
- Additional displays include: I Curriculum, Class rules and the Phonics speed charts from the Read, Write Inc programme.
- All classrooms have a range of dictionaries and fiction and non-fiction books, which are labelled, as are all equipment stored in the classroom.
- Resources and equipment stored in the classroom are readily available and labelled to promote independent learning.

TEACHER DEVELOPMENT AND INSET

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly.

We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

- Meeting each term with the Assistant Headteacher and Senco to discuss pupil's development.
- Observation of a lesson twice a year and receive feedback to monitor and improve our performance.
- Attend a staff meeting each week allocated to improving the teaching in our classroom.
- Receive on-going weekly training sessions from our Read, Write Inc co-ordinator.

THE ROLE OF THE GOVERNORS

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

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are used in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the annual head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

THE ROLE OF PARENTS

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Supporting the home – school agreement.
- Holding parents' evenings to explain our school strategies for teaching literacy, numeracy and health education;
- Sending information to parents regularly through our on-line 'Dojo' system. The parents can see instantly what the children have been learning through text or photo. Sending mid-year on-line reports and end of year reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. Teachers should encourage parents to:

- Ensure that their child has the best attendance record possible;

- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- Promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the home/school agreement.

MONITORING AND REVIEW

- The Head teacher and senior leadership team will monitor the effectiveness of this policy throughout the year. The Head teacher and assigned link Governor will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.