

LANGLEY SCHOOL
TEACHING AND LEARNING POLICY

Teaching and learning is the focus of everyone in the whole school

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Section 1

Langley is a school where individuals are valued for themselves and where all are expected to give of their best.

Aims:

At Langley School we undertake:

- To raise levels of attainment for all pupils, enabling them to achieve their personal best.
- To encourage enjoyment of learning
- To develop confident, disciplined and enquiring learners, able to make informed choices.
- To foster self-esteem and personal responsibility linked to respect for the needs and feelings of others.
- To facilitate considerate and positive relationships between all members of the school community.
- To ensure equal opportunities in relation to gender, race, class, special needs and belief.
- To value and respect all cultures.
- To provide a safe and happy work place.
- To promote a thoughtful attitude towards the immediate and wider environment.

Section 2

Ethos:

The ethos and atmosphere underpin the agreed aims of the school. Staff will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos by:

- Providing a calm, quiet and effective working environment, in which each child can achieve his or her potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's Behaviour Policy.
- Maintaining purposeful and informative planning, record keeping and assessment documents, in line with the school's Assessment Policy.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to their individual needs by adapting the National Curriculum programme of study and Early Learning Goals.
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
- Welcoming and supporting students and voluntary helpers.
- Providing residential experiences and local visits.

Equal Opportunities:

In accordance with the school's Equal Opportunities Policy, all children at Langley School must be given full access to the National Curriculum and Early Years Foundation Stage (EYFS) materials. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

Section 3

Management of the School Day:

The School Day

8.50 - 9.10	Magic Breakfast (wake up shake up in class group)
9.10 – 9.15	Registration
9.15. - 10.15	Class Work
10.15 – 10.30	Assembly
10.30 – 10.45	Play time
10.45 – 11.55	Class Work
12.00 – 1.10	Lunch Time
1.10 - 1.15	Registration
1.15 - 2.15	Class Work
2.15 - 2.25	Break (flexible)
2.25 – 3.05	Class Work
3.05 - 3.15	Preparation for Bus Groups
3.15	Home Time

Time Allocation:

Literacy and Numeracy sessions are usually delivered in the morning. Other curriculum time can be planned as continuous study throughout the term, or as blocks of study. Teachers will deliver a creative curriculum which will be adapted to meet the individual needs of the children. There is a 2 year rolling programme for downstairs classes and two 2 year rolling programmes for classes upstairs (for Y3/4 and Y5/6).

At Langley School we are committed to following the modified programmes of study as required by the National Curriculum (2014).

We are committed to raising standards of *Basic Skills* at Langley School. By *Basic Skills*, we mean the ability to read, write, sign and speak in English and to use Mathematics and ICT at a level necessary to function and progress at work and in society in general. We also place a heavy emphasis on PSHE and on PE.

Teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through:

- The provision of appropriate resources and support staff.
- Planning support and extension activities, which can be carried out by individuals or groups of pupils.

Classroom Management and Organisation:

Management

Our intention is that children will move through school with peers of their own age. Any exceptions will be discussed and agreed with governors and SENAR.

The learning environment will be managed in such a way as to facilitate different styles of learning.

- Whole class teaching.
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest etc).
- One to one teaching.
- Collaborative learning in pairs or groups.
- Independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Behaviour Management

As outlined in the whole school Behaviour Policy. Each class will display their class rules and will be involved in Circle Time activities. At Langley School we reward positive behaviour through praise, house points and certificates. We hold an work assembly each week to celebrate children's achievements.

Organisation

The classroom will be organised to facilitate learning and the development of independence and personal responsibility through the following:

- Careful thought about how furniture is placed and used.
- Date and weather boards for the pupils to refer to.
- A picture timetable to be displayed and referred to.
- The resources in each classroom should be clearly marked and easily accessible.
- Writing resources will be available for use at all times.
- Book corners shall be comfortable and attractive.
- Labels and posters should, wherever possible reflect the language diversity in the school.
- Areas for imaginative play shall be changed regularly, in order to give opportunities for a range of play and role-play, which will contribute to learning in a purposeful manner.
- Class monitor boards are used so that children develop personal responsibility for the equipment and resources in their classroom.
- Key words are clearly displayed and used frequently.

We attempt to create a happy, calm, creative working environment, where children can enjoy success and feel good about themselves.

Planning:

Planning is undertaken by teams (class and departmental) and individuals. Although it is a tool mostly for individual use, it should reflect National Curriculum/EYFS requirements, in addition to the needs of and outcomes for the pupils. Subject co-ordinators may collect samples of planning as part of their monitoring processes. Planning will also be seen and monitored by members of the SLT as part of the lesson observation process.

Differentiation:

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher/Adult support
- Time allowed
- Resources (including visual support)
- Questioning

Record-keeping and Assessment:

Regular assessments are made of pupils' work in order to establish levels of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy. Children's work should be marked and comments made with the children at the end of each task (where appropriate) to provide immediate feedback.

- All pupils will be assessed using an agreed Baseline Assessment Format within six weeks of starting school.
- Year Two pupils may be assessed for Mathematics and English using the Key Stage One Statutory Assessment Tasks.
- Year Six pupils may be assessed for Mathematics, English and Science using the Key Stage Two Statutory Assessment Tasks.

All results from these assessments will be analysed and used to inform future planning.

Monitoring and Evaluation

- Subject Managers will regularly monitor medium-term planning and children's work.
- Departmental teams review curriculum areas on a termly basis.

The Headteacher and members of the SLT are involved in observing and monitoring the curriculum areas on a termly basis.

Teaching Strategies:

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Provision of a creative curriculum.
- The involvement of subject co-ordinators in the development of individual curriculum areas, in order to ensure continuity and progression throughout the school.
- Teacher observation.
- Discussion and questioning (open and closed as appropriate).

- Previewing and reviewing work.
- Didactic teaching.
- Interactive teaching.
- Listening.
- Sharing ideas.
- Providing opportunities for reflection by pupils.
- Demonstrating high expectations.
- Providing opportunities for repetition/reinforcement.
- Providing encouragement, positive reinforcement, praise and rewards.
- Making judgements and responding to individual needs.
- Intervening, as appropriate, in the learning process in order to encourage development.
- Providing all children with opportunities for success.
- Using a range of communication strategies – verbal and non-verbal.

Teachers will use a range of strategies in any one session.

The objectives and success criteria for each session should be clearly defined. A consistent daily routine should be established in each classroom for everyone's emotional well-being. Written statements and verbal comments are made about children's work in order to give positive feedback.

Resources:

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area and will be regularly audited. Staff may contact subject co-ordinators and the Assistant Headteachers with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society and that all pupils have equality of access.

Section 4

Learning Processes:

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes (as identified in the Key Aspects of Learning). These include:

- Investigation.
- Experimentation.
- Listening.
- Observation.
- Talking and discussion.
- Asking questions.
- Practical exploration and role-play.
- Retrieving information.
- Imagining.
- Repetition.
- Problem-solving.
- Making choices and decision-making in our Smiles Club and Circle Time activities.

At Langley School opportunities are organised to allow pupils access to these processes and for them to develop their own strategies to gain knowledge and skills. Planning, where possible, will reflect the Key Aspects of Learning so as to facilitate this.

Learning Styles:

Children learn in a variety of ways and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Individual learning.
- One to one learning with an adult, or more able pupils, or in pairs.
- Learning in small groups.
- Whole class.
- Independent learning.

*“Each of us has a preferred learning style and a preferred working style.”
(Dryden and Vos)*

Alistair Smith, for example has written about VAK

Visual learners – learn by seeing

Auditory learners – learn by hearing

Kinaesthetic learners – learn by doing

Dryden and Vos have added other learning styles:

- *Tactile or haptic learners – learn by touching*
- *Print-oriented learners – learn by reading books*
- *Group interactive learners – learn by interacting with others*

If teachers are to cater for these different learning styles they need to be aware of them.

Section 5

Pupils' Role:

Children are encouraged to enhance their learning by:

- Taking an active part in the learning processes on offer to develop their own strategies for gaining knowledge and skills.
- Listening carefully and concentrating.
- Working cooperatively and allowing others to learn.
- Taking an active part in inclusion projects.
- Behaving in a responsible way.
- Completing set homework
- Being responsible for bringing their reading books, library book and PE kit to school

Governors' Role:

It is the Governors' role to monitor and review the Policy and its practice through:

- Regular visits to a designated class.
- Reports from Headteacher and Teachers.
- Reports from Curriculum Sub-committee.
- Reporting to the Full Governing Body.

And as detailed in the Governors' Document:

- To receive reports from the Headteacher and/or the Teacher Governor.
- To attend INSET.
- To receive reports from the "Premises Officer" on relevant issues, in particular Health and Safety, and to follow up any relevant issues.
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

Parents' Role:

Parents are encouraged to support their children's learning by:

- Ensuring that their child is ready when the minibus arrives or is brought into school on time.
- Ensuring that their child comes to school feeling confident and positive.
- Supporting their child by attending Open Evenings, Open Afternoons, Class Assemblies and other meetings (including Annual Reviews), where possible.
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan, and any Special Educational Needs processes.
- Ensuring that all contact addresses and telephone numbers are up-to-date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct PE kit, reading bag and library book.

- Agreeing to the Parent/Teacher contract concerning their child's behaviour.
- Agreeing to, and supporting the school's Homework Policy.
- Welcoming staff at home visiting times, such as before starting in Reception.
- Contributing relevant information to base-line assessment.
- Attending all medicals and health interviews when invited.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence.
- Letting the school know of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Maintaining daily links with school through the bus guide.
- Information sharing through home/school books.

The School's Role:

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able.
- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and school procedures.
- Setting up appropriate workshops.
- Displaying the long terms curriculum plans for each department on the school's website.
- Giving reasonable/appropriate access to teaching staff from other establishments.
- Working in partnership with parents and guardians to ensure the success of their child and encouraging parental involvement in working out the way forward for their child's educational future.

Community Involvement:

The community is invited to support the school by:

- Contributing to activities, such as assemblies, artistic events and sporting activities, specialist outings and events.
- Presenting themselves as positive role models to be emulated.
- Organising activities and events throughout the year to extend the pupils' knowledge and skills.
- Voluntarily helping in the classroom.

Review:

This Policy is a working document and therefore is subject to change and restructuring as and when the need arises.

Latest revision:

Reviewed January 2018