

## The Richmond School, Skegness

# Teaching for Learning Policy

This Teaching for Learning policy has been approved by the staff and Governors of The Richmond School, Skegness and will be reviewed annually. It aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Children learn through their total experience. This policy guides what children do, what teachers, governors and parents do and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

### **TEACHING FOR LEARNING**

We believe that children learn best when they:

- are happy;
- are interested and motivated;
- achieve success and gain approval;
- are given tasks which match their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated.

### **The Learning Environment**

This should be organised to ensure that children have the opportunity to:

- work individually, in groups and as a class;
- make decisions;
- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop social skills;
- develop independence;
- use initiative;
- receive support;
- achieve academically.

Learning takes place in an environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised;
- is well resourced;
- makes learning accessible;
- is encouraging and appreciative;

- is welcoming;
- provides equal opportunities;
- provides a working atmosphere.

Children should be encouraged to develop organisational skills and independence through:

- appropriate tasks;
- confidence building;
- example;
- co-operation;
- provision of suitable opportunities;
- responsibilities.

### **Displays**

Displays in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. Displays in shared areas should be changed according to the display timetable. They should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Ideally, Mathematics and Science displays should stimulate discussion. Sometimes they can be 'interactive'.

### **Routines and Rules**

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- agreed by the children and clearly understood;
- fair and consistent;
- realistic and positive;
- kept to a minimum but enforced;
- daily activities with which the children are familiar.

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of The Behaviour Policy.

### **Achievement**

Social, physical, creative and academic achievements are celebrated in many ways as an on going process in all aspects of school life, by:

- verbal or written praise by teachers, Headteacher, peers and parents;
- displays of work;
- opportunities to perform or share;
- encouraging self esteem;
- the awarding of stickers, merits, certificates and badges;
- sharing success with the community.

Teachers need to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in this process by

the encouragement of self appraisal and target setting. Assessment is an integral part of the Teaching for Learning process.

## **CLASSROOM MANAGEMENT**

### **Approaches to Teaching**

There must be a good balance of individual, group and whole-class teaching. Teachers must choose carefully the style of teaching, which is the most effective, bearing in mind the different learning styles which children in their classes will have. Groups will differ in composition and size for different activities. There may be several different activities in progress and at these times the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input. It is important that while this is in progress children stay on task.

This can be helped by:

- having well organised and labelled resources readily available;
- taking time to train children in procedures;
- making sure that children are aware of what they must do when they have completed an activity;
- making children aware that the teacher does not always have to be first in the line of contact. Other children, teaching assistants and parent helpers can be used.

### **Supply Teachers**

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. In the event of an unplanned absence the parallel class teacher will discuss work/activities with the supply teacher. The teacher's weekly planning file will be available showing weekly plans and timetables. Supply teachers will carry out relevant duties as required.

### **The role of governors**

Our governors determine, support, monitor and review the school policies on Teaching for 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 for Learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective Teaching for Learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;

- monitor the effectiveness of school Teaching for Learning policies through the school self-review processes. These include reports from subject coordinators and the regular headteacher'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:

- holding parents' evenings to discuss children's progress or areas of concern;
- sending information to parents and holding year group meetings at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sending annual 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.
- providing those parents whose children have SEN with copies of IEPs. These parents will be invited to attend regular review meetings to discuss their child's progress.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like 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.

### **School Policies**

School policies are available in the school policy file and also on computer. It is the duty of each teacher to be familiar with school policies and to apply them.

### **Voluntary Helpers**

Voluntary helpers are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or for a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved.

Volunteers should be made to feel welcome in the school and should be offered refreshment from the staff room at break times.

### **Equal Opportunities**

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Groups, lines and all activities should be mixed where possible. Particular care should be taken in the areas of Science, Mathematics, Technology and Physical activities. Teachers must ensure that the same children do not dominate in group work, especially when using the computer. All extra-curricular activities at The Richmond School, for designated year groups, are open to all children in that year group. If numbers exceed places, selection is always carried out on a first-come, first-served basis. Effort is made to accommodate all interested children later in the term.

### **Record Keeping**

All teachers should keep detailed records of their work with the class and of individual children's activities and progress. The school has a policy for planning, assessment, recording and reporting of National Curriculum subjects that must be adhered to. Other records are left to the teacher's professional discretion.

### **Monitor and review**

We are aware of the need to review the school Teaching for Learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.