Believing and Achieving Together

Signed:
Position:
Date:
Review Date:

Teaching for Learning Policy

At Seaton Delaval First School our purpose is to enable all children to achieve their full potential, academically, emotionally and socially.
We are educating children in preparation for the opportunities, experiences, responsibilities and challenges of the future.
Every child is entitled to receive the best education possible and achieve the highest standards, regardless of ability, disability, gender, social or ethnic background.

Aims

Environment

To provide a learning environment that:

- is attractive and stimulating
- has the health and safety of the children as a priority
- engenders care of people and property

Curriculum

To pursue high academic standards through the provision of a broad and balanced curriculum which:

- serves the needs of all children
- motivates children to have high expectations and self-esteem
- stimulates and challenges
- involves practical and first hand experiences
- complies with the legal requirements of the National Curriculum and Foundation Stage
- is continuous and progressive
- has built in monitoring, evaluation and review procedures
- teaches a balance of understanding, knowledge and skills

Social

To encourage children to:

- become confident and independent
- work with others co-operatively and collaboratively
- understand the need for honesty, trust and reliability
- be caring, tolerant of and respect others
- have high standards of behaviour and self discipline
- have a positive attitude to learning and school

Partnerships

To work together for the benefit of the children and the school community through:

- liasing with and informing parents
- involving Governors

- working with partnership schools
- maintaining and strengthening links with the local community and business
- working with outside agencies

The following policy demonstrates how we provide for all children and their individual needs. We encourage children to believe in themselves and have high expectations, achieving their potential academically, emotionally and socially.

Learning Processes:

Children enter school at different stages of development. They learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. 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

At Seaton Delaval First School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge, skills and understanding.

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
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning

Management of the School Day:

EYFS 1 Nursery [aged 3 to 4 years

8.45 – 11.45: morning session
12.15 – 3.15: afternoon session

Total Teaching Hours per School Day:

Nursery: 3 hours
Reception and KS1: 4 hours 20 minutes
KS2: 4 hours 35 minutes

Total Hours per Week:

Nursery: 15 hours

Reception and KS1: 21 hours 40 minutes
KS2: 22 hours 55 minutes

EY	KS1	KS2
8.45/ 8.50 Registration	8.50 ERIC and registration	8.50 ERIC and registration
9.00 Main teaching: Maths or Literacy	9.00 Phonics or spelling groups	9.00 Phonics or spelling groups
9.20 Activate Milk	9.20 Activate Milk	9.20 Mathematics
9.30 English	9.30 English	10.20 Activate Milk
10.30 Assembly	10.30 Assembly	10.30 Assembly
10.40 Playtime	10.40 Playtime	10.40 Playtime
10.50 Phonics; Main teaching: Maths or Literacy	10.50 Mathematics	10.50 English
11.45 Lunch	11.45 Basic Skills	11.50 Basic Skills
Lunch	12.00 Lunch	12.05 Lunch
1.00 Registration and readers/ continuous provision	1.00 Registration and finish Basic Skills	1.00 Registration and finish Basic Skills
1.15 Main teaching: Maths or Literacy; Topic and continuous provision	1.15 Topic	1.15 Topic
3.00 Home time	3.00 Home time	3.00 Home time

Time Allocation

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Work will be planned using the Whole School Long Term Curriculum map. Teachers will follow the agreed year group plans* with reference to whole school planning to ensure that programmes of study are effectively covered.

** We are committed to following the programmes of study as required by the National Curriculum 2014, Development Matters in the EYFS and Early Years Outcomes.*

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

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

Subject Allocation per Week:

Early Years Foundation Stage:

Communication and Language [Listening & Attention, Understanding, Speaking]; Physical Development [Moving and handling, Health and self-care]; Personal, social and emotional [Self-confidence and self-awareness, Managing feelings and behaviour, Making relationships]; Literacy [Reading, Writing]; Mathematics [Numbers, Shape Space & Measures]; Understanding the World [People and communities, The world, Technology]; Expressive arts and design [Exploring and using media and materials, Being imaginative].

Key Stage 1:

English (Speaking and Listening, Reading, Spelling/ Phonics, Writing, Handwriting), Mathematics (Using and Applying, Numbers, Calculating, Shape/ Space/ Measures), Science, Information and Communication Technology, History, Geography, Religious Education, Art, Music, Design & Technology, Physical Education, PSHE & C.

Key Stage 2:

English (Speaking and Listening, Reading, Spelling/ Phonics, Writing, Handwriting), Mathematics (Using and Applying, Numbers, Calculating, Shape/ Space/ Measures), Science, Information and Communication Technology, History, Geography, Religious Education, Art, Music, Design & Technology, Physical Education, PSHE & C, Modern Foreign Language (French).

Please note: Foundation subjects are taught through topics or in blocks, not on a weekly basis.

Classroom Management and Organisation:

Management

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs:

- 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.

Learning Support Assistants, classroom assistants and external agencies will be employed to support all children particularly those with Special Educational Needs, as outlined on their Intervention Plans.

Behaviour Management

The rewards and sanctions used are detailed in the whole school Behaviour Policy. Each class displays the Code of Conduct and the 'traffic light' poster.

Organisation

The classroom will be organised to facilitate learning and the development of independence.

- The resources in each area will be clearly labelled.
- Book corners will be comfortable and attractive.
- Labels and posters should wherever possible reflect the school signage policy.
- In Reception, areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play, which will contribute to learning in a purposeful manner.

- Pupils will be involved in the maintenance and care of all equipment and resources.

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, and will be regularly audited by the Curriculum Leaders. Consumables will be replenished as necessary by the Head Teacher. Staff may contact Curriculum Leaders with suggestions for specialist materials, which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste.

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.

Planning:

Planning will be with reference to the National Curriculum 2014 or Development Matters in the EYFS.

The long-term framework will be reviewed annually to reflect any changes in class composition or changes in the National Curriculum.

Medium term planning will be stored electronically in 'staff only' on the server.

The agreed Weekly Planning documents will be available for teachers. They are intended to be useful working documents, not normally handed in for monitoring purposes.

Teachers and support staff will meet termly with the SENCO to plan the interventions for children on the SEN register.

Differentiation:

This will not be focussed on different content BUT will reflect the ways in which pupils are enabled to learn the taught concepts and methods and in which 'rapid graspers' are challenged and learning deepened. This will include: practical resources; visual images; variation/ intelligent practice; teachers' questioning; challenge and support for individual or groups of pupils.

Teachers will differentiate the curriculum by:

- Task
- Learning
- Outcome
- Teacher / adult support
- Asking the right questions [see question examples and stems] will encourage and develop deeper understanding and support planning/ assessment
- Resources, images and input
- Daily challenge/ extension task

Differentiated tasks will be detailed in weekly planning. Learning objectives and Success Criteria will be specified for all differentiated teaching.

Mastery:

Mastery – what does it mean?

The Mastery model of learning starts with the basic assumption that given time & quality instruction, all pupils can and will eventually master the core intended learning. Because of their aptitude [not their perceived ability] the time required for some learners to do so will be greater than that required by others, & the learning must be planned carefully to take account of this. Mastery learning relies on carefully planned learning journeys & expeditions with clear long & short term learning intentions based on required standards.

Lessons embedded in longer sequences & units of work, first all pupils would be introduced to new learning & given opportunities to develop their understanding. Formative assessment strategies would distinguish those learners who had successfully mastered the new learning, and could clearly demonstrate it, from those who needed more time and correctional instruction in order to do so. Former would be provided with opportunities to deepen & enrich their understanding, whilst the latter would receive further support & feedback personalised to their needs, so that they too achieved the intended learning.
Mastery = skills and relational understanding to enable deep understanding, linking concepts and ability to apply new learning.

The way able pupils must be challenged (and learning deepened) through more complex problem solving rather than accelerated through new material is a key feature of this curriculum, and is a large shift away from well-established practice under the previous NC. Small-group work will typically involve challenge through greater depth for the more able and support with grasping concepts and methods for less-able pupils.
'Variation' in exercises set is also known as 'intelligent practice'. Such exercises usually concentrate on the same topic/method/concept but vary in how the questions are presented, often in ways that expose the key underlying concept or mathematical structure, and make pupils think deeply for themselves.
We will review against the following success criteria:
Pupil is entirely **independent** – can use the concept independently?
Pupil is able to **apply** their learning in a range of contexts and across subjects?
Pupil is entirely **fluent** in their application of the concept?
Pupil is **consistent** over time in relation to the concept?
Pupil shows **confidence** after a break and requires no pre-teaching or reminders?
Pupil can explain **connections** with other learning?
Pupil can **synthesize** their learning [can use it in connection with other learning and new areas]?
Pupil shows **resilience** in relation to their learning and application?
Pupil can **explain** their thinking and also search for alternative ways?

Record-keeping and assessment:

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy and Marking Policy.

Monitoring and evaluation:

- Pupil's work will be monitored and moderated in each of the core curriculum areas by the Curriculum Leader and the Head Teacher.
- Curriculum Leaders will regularly monitor children's books.
- Curriculum Leaders will observe/work with each class teacher regularly.

Teaching Styles and Strategies

Whole class teaching where:-

- Pupils are involved and are interacting.
- Teacher language is understood by all.
- Predominantly open-ended questioning moves pupils on in their thinking (questions may need to be differentiated to ensure involvement by all).
- Pupils feel confident and able to ask questions.
- Teachers allow an extended response time from pupils.
- Teaching strategies match pupils' preferred learning styles.

- There is a balance between teacher dialogue and the oral contributions of pupils.

Collaborative group work where:-

- There is a balance of opportunity for work in groups according to friendship, ability, gender, group size etc.
- Pupils are grouped appropriate to the task e.g. ability, mixed ability, friendship, prior knowledge.
- Group size has been considered.
- The task is a group task.
- Pupils are clear about the learning objectives and the success criteria.
- Teacher and additional adult roles have been identified and shared with the pupils.
- Pupils are encouraged to exercise and develop social skills.

Other teaching strategies such as:-

- Paired/individual work.
- Peer tutoring.
- Practical demonstrations.
- Outside visitors
- Use of ICT and other media.
- Opportunities for pupils to make independent choices.

The Governors Role

It is the Governors' role to monitor and review the policy and its practise through:

- Regular visits to oversee the delivery of their scheduled subject.
- Reporting to the Head teacher and teachers.
- Reporting to the curriculum sub-committee.
- Reporting to the Full Governing Body.
- To receive reports from the Premises officer on relevant issues, in particular Health & 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.

The Parents Role

Parents are encouraged to support their children's learning. They are invited into school to see performances, discuss progress with the class teacher formally each term and we are developing the information parents receive about the curriculum. Parents are also welcome into school at anytime to discuss their child with the class teacher or head teacher.
Further details of the parent's role are detailed in the home school agreement and the homework guidance.

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 curriculum meetings.
- Displaying the Long Term Whole School Curriculum Plan and Medium Term Plans.
- Giving reasonable/appropriate access to teaching staff.

- 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.