



SILVERHILL SCHOOL

Policy for Teaching and Learning

TEACHING AND LEARNING is the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced.

Aims

OUR AIMS FOR TEACHING AND LEARNING are that all children will

- be tolerant and understanding with respect for the rights, views and property of others
- develop a responsible and independent attitude towards work and towards their roles in society
- achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness.

Principles of Teaching and Learning

We see teaching and learning, both in and out of the classroom, as a process of cooperative team work and welcome and encourage the involvement of parents and others in the community.

All members of the school community (teaching and non-teaching staff, parents, pupils and board members) work towards the school's aims by

- esteeming children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well-ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviour and work
- working as a team, supporting and encouraging one another.

TEACHERS work towards the school's aims by

- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- ensuring that learning is progressive and continuous
- being good role models - punctual, well prepared and organised
- maintaining an up-to-date knowledge of the National Curriculum
- having a positive attitude to change and the development of their own expertise
- establishing links with the local community including industry to prepare pupils for the opportunities, responsibilities and experiences of adult life
- working collaboratively with a shared philosophy and commonality of practice.

PUPILS work toward the school's aims by

- attending school in good health maintained by adequate diet, exercise and sleep
- attending school regularly
- being punctual and ready to begin lessons on time
- being organised - bringing necessary kit, taking letters home promptly, returning reading books regularly
- conducting themselves in an orderly manner in line with the expected code of discipline
- taking growing responsibility for their own learning.

PARENTS work toward the school's aims by

- ensuring that children attend school in good health, regularly and punctually
- providing support for the discipline within the school and for the teacher's role
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their child's progress and attainments
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- giving due importance to homework, hearing reading and assisting in learning of tables and spellings
- allowing their children to take increasing responsibility as they progress throughout the school.

Strategies for Teaching and Learning

Our curriculum is organised on a topic basis for Nursery and Transition classes. However some numeracy and some language development activities are taught outside the topic framework.

A three year programme of topics is followed throughout the school for KS1.

The predominant mode of working is through class teaching although individual work and group teaching are used where appropriate. Within this structure groups are usually of mixed ability.

Relevant discussion is encouraged, although some periods of the day are set aside for silent work (e.g. quiet reading)

There is **specialist teaching** in PE and Games, French and Music from Year 1.

This continues through KS2 and Years 5 and 6 have specialist teaching in every subject.

Classroom support is available from qualified classroom assistants at the discretion of the class teacher and headteacher

Parents sometimes help on outings and visits.

High school pupils and FE students on work experience and teaching practice are accepted into school and certain standards of dress and conduct are expected.

Commercially-available schemes of work are used where appropriate to support the teaching of mathematics, science and English.

Pupils with **special needs** may be withdrawn for extra support provided by a special needs teacher and in the classroom from non-teaching assistants.

Homework is considered to be a valuable element of the teaching and learning process, therefore

- children are encouraged to work at home on a regular basis
- it is expected that all children will read at home and share a book with their parents
- children will have multiplication tables and spellings to learn at home
- children who have made insufficient effort during class time may be asked to complete work at home
- extra homework tasks will be given to children in Year 6 to help prepare them for life at secondary school
- further practice in basic skills (eg handwriting) may be set at the discretion of class teachers after consultation with parents.

The emphasis of teaching and learning is on first hand experience and we encourage children increasingly to take control of their own learning. Thus investigative work is common. Children are encouraged to communicate their findings in a variety of ways and opportunities are provided for children to become involved in decision-making.

Excellence is celebrated in display and performance wherein each child is given an opportunity to have work of a high standard displayed at some time in the school year. Sustained effort including drafting and reworking is encouraged to enhance standards. School events such as concerts and drama are seen as opportunities for all pupils (not just the most gifted) to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement.

Strategies for Ensuring Progress and Continuity

Planning is a process in which all teachers are involved.

A three-year cycle of topic plans is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum.

Schemes of work for individual subjects are developed by class teachers and specialist teachers.

Work plans are drawn up by individual teachers.

Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Subject coordinators

They take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school. They support colleagues in their development of detailed work plans and implementation of the scheme of work, and in assessment and record keeping activities.

They monitor progress in their subjects and advise the headteacher on action needed.

They take responsibility for the purchase and organisation of central resources for their subjects.

They are expected to keep up-to-date through reading and attending relevant courses.

Feedback to pupils about their own progress is achieved through the marking of work. Effective marking aims to help children learn, not to find fault, and comments aim to be positive and constructive.

It is often done while a task is being carried out through discussion between child and teacher.

Marking of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability.

Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what he has learned and what therefore should be the next stage in his learning.

Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment may include small group discussions in the context of a practical task; short tests in which the teacher gives questions orally and pupils write answers; specific assignments for individual pupils.

Strategies for Recording and Reporting

Records of progress which are kept for each child are updated annually by class teachers and contain samples of pupils' work.

They are examined by class teachers at the start of each academic year as they prepare for a new class.

They are retained throughout the child's time at the school and passed on to secondary school when pupils leave.

Reporting to parents is done on a termly basis through interviews and annually through a written report. Parents are made aware that appointments are held during school hours and twilight periods.

Parents know they may meet their child's teacher by appointment at any other time to discuss particular concerns

Formal assessment is carried out at the end of each National Curriculum Key Stage (ie in Years 2 and 6) through the use of SATs and teacher-assessment. This process is moderated by the local authority. On completion of this activity results of individual pupil's assessments are made available to the parents concerned, the overall statistical profile (but not individual results) is made available to parents and LEA.

Strategies for the Use of Resources

Classroom resources are the responsibility of classroom teachers who ensure that there is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand.

All children know where resources are kept and the rules about their access and use

All children know what they must not touch for reasons of safety and privacy

Children are encouraged to act independently in choosing, collecting and returning resources where appropriate

Children and teachers act together to establish an attractive, welcoming and well-organised environment engendering respect, care and value for all resources.

Stationery is ordered from the school secretary.

Time is a resource that we value. To maximise its use in the early years children's time is tightly organised by the teachers.

As children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time

Time-wasting is reduced by ensuring that tasks are made specific and clearly defined

All children engage in useful activities immediately upon entering the classroom and know what to do between the end of an activity and the end of a session.

Information technology is a major resource which is used across the whole curriculum

The Library is a valued resource, run by a group of Year 6 pupils with teacher guidance.

Health and Safety issues are the responsibility of all who work in the school. All problems should be reported to the bursar.