

Queen's House
WOODBRIIDGE SCHOOL

QUALITY OF TEACHING AND LEARNING POLICY.

Policy Statement.

At Queen's House we believe in the idea that we all learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching we aim to 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.

Rationale

At Queen's House we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Procedure.

Aims

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others and teach them to respect other people's feelings;
- show respect for a diverse range of cultures (often by first hand experience of meeting people/handling artifacts/seeing photographs/DVD's etc.) and in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of it;
- help children grow into caring and informed citizens.

Effective Learning

We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged, but where they enjoy learning and have belief that they will succeed. We also encourage the children to bring their own bottles for water to school. Each class begins the day with Brain Gym.

Concerning the structure of a lesson, we aim:

- to connect the learning with previous work;
- to give learners the 'big picture' of the whole lesson;
- to explain the learning objectives and why the lesson is important;
- to present the information in a range of styles;
- to allow opportunities for the pupils to build up their own understanding through various activities;
- to review what has been learnt and so increase recollection;
- to provide feedback, celebrating success and reviewing learning strategies;
- to outline the next step in the learning before moving on.

We offer opportunities for children to learn in different ways. In the course of a term these include:

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing, making and evaluating things;
- participation in athletic or physical activity.
- participation in a wide variety of extra curricular activities.

Effective Teaching

When we are teaching we focus on motivating all the children and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use subject curriculum plans to guide our

teaching. This sets out the aims and objectives and details what is to be taught to each year group. Teachers aim to incorporate literacy, numeracy, ICT, cross curricular themes and spiritual, moral, social and cultural development.

Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons and setting targets. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning differentiated work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify teaching and learning when needed, and as appropriate, for children with disabilities. We value each child as a unique individual and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our children and to ensure that we meet all statutory requirements related to matters of inclusion.

Differentiation and Special Educational Needs

For effective learning to take place it is important to start from what the child can do and match activities to the individual child's stage of development in all areas of learning. This ensures skill progression and provides each child with a sense of achievement. Depending on the learning context and intention children may work as a whole class with differing expectations, in an independent group requiring only initial adult input, in a small group with close support or on a one to one. The support is provided by the Class Teacher, the Learning Support Teacher or the Teaching Assistant. Appropriate support is given for children with additional learning needs and there is careful monitoring of their development. Extension activities are planned for those children who are ready to take their learning on a stage further.

How differentiation is facilitated:

- Small working groups
- Differentiated groups for English and Maths in Year 2
- Paired work
- Verbal/picture recording
- Assistance in the classroom. Simple but effective planning and record keeping
- A variety of reading levels within text resources
- Clear communication between teacher and pupils
- A variety of tasks are set – with the children aware of the objectives and learning outcome
- Children are grouped in appropriate ways (according to task/ability)

- Differentiate by outcome (accept a different standard of or type of recording)

- Teachers need to be aware of pupils' prior learning and experiences
- Flexible deadlines need to be set for completion of work.

What do we expect from effective differentiation?

- Achievement/progression
- Interested and motivated children responding to appropriately targeted challenges
- Children working productively on task
- Children showing greater independence and cooperation when required
- Children being aware of their own progression and developing the ability to self evaluate
- Effective teaching and learning would take place
- Increased self esteem.

Each of our teachers aims to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognize that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to discipline and classroom management. There is consistency throughout FS and KS1 - we expect all children to comply with The Golden Rules in order to promote the best learning opportunities for all. We praise and reward children (cups, effort certificates, stickers, marbles in the jar, bears in the basket....) for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our Behaviour and Discipline Policy.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow the schools agreed risk assessment for visits procedures. (see Off-site Visit Policy)

Teaching Assistants assist the teaching staff in the provision of a stimulating, safe and caring learning environment. They work as members of the team to promote the physical, emotional, intellectual and social development of the children.

Our classrooms are attractive learning environments. We change displays at least every half term so 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. All classrooms have a range of fiction and non-fiction books, as well as displays relating to literacy and numeracy. All children have a weekly library lesson. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning and that an exciting classroom

promotes independent use of resources, which results in high-quality work by the children.

All our teachers reflect on their strengths and weaknesses, (see appraisal File and EYFS SEF) observe each other for professional development and attend courses accordingly. The quality of teaching and learning is monitored through an appraisal system that takes place on a two-year cycle. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. Subject Coordinators are very proactive. (see Coordinator Files)

The Role of Parents

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

- by holding an Information Evening at the start of the academic year to explain routines and strategies for home/school support;
- by the occasional use of a home link book if necessary; (see Behaviour and Discipline Policy)
- by explaining to parents how they can support their children with homework;
- by providing an Interim Report in the Spring Term and a Full Report at the end of the Summer Term;
- holding formal and informal parents' evenings twice a year (KS1 and FS) to explain the progress made by each child and indicate how the child can improve further;
- by having an Open Door Policy.
- To support what pupils are learning in school – eg: with books, family outings, (museums, theatre, historical sites, zoos etc). Parents should enrich the curriculum.

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

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- To provide a clean, tidy environment for children to do their homework with support and guidance.

Monitoring and Review

We are aware of the need to monitor the school's teaching and learning policy and to review it regularly so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or possible changes to the physical environment of the school. This policy is monitored by the Head of Queen's House and will be reviewed in two years, or earlier if necessary.

Author(s):	Jan King (in consultation with QH staff)
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References:-	
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