



# Teaching & Learning Policy

November 2015

## Rationale

At Sherwell Valley Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important aspects of their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

This document is a statement of the aims, principles and strategies for teaching and learning at Sherwell Valley Primary School. It lays the foundations for the whole curriculum, both formal and informal, and forms the context in which all other policy statements should be read.

This policy, which is a statement of what we believe constitutes good practice at Sherwell Valley Primary School, was formulated through whole staff discussions during the Autumn Term 2010. This policy has been shared with the Governors' curriculum committee. The policy has been, and will continue to be, reviewed each September.

This policy deals with:

- Expectations
- Daily routines
- Planning,
- Teaching methods
- Learning environment
- Strategies for differentiation
- Use of ICT
- Assessment strategies
- Evaluation of practice
- Relationships
- Use of additional adults in the learning environment

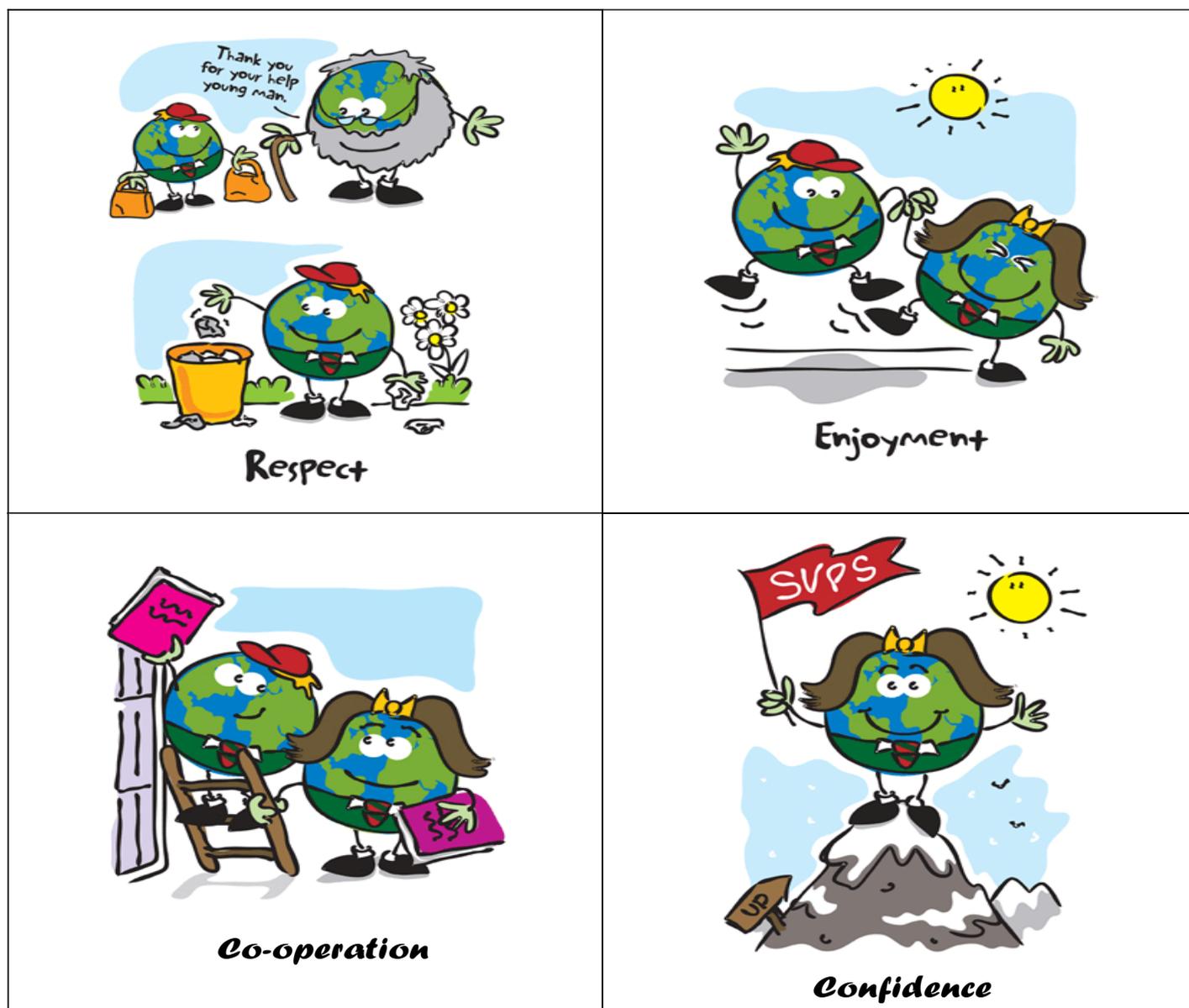
## Aims of Sherwell Valley Primary School

Our aim is to provide a safe and secure environment in order to promote the highest possible quality of learning for all our pupils and to provide them with an education today for the world tomorrow.

We aim to:-

- Promote a **healthy** lifestyle
- Provide a **safe** and supportive environment in which to learn
- Develop self-discipline, good manners and a sense of responsibility
- Enable children to become confident communicators
- Promote partnership between home and school to the benefit of the children
- Help pupils develop lively inquiring minds, the ability to question and discuss rationally and to **enjoy** applying themselves to tasks and physical skills
- Develop children's individual interests, skills and creative talents and encourage them to **achieve** their whole potential
- Help pupils to understand and respect the world in which they live and the interdependence of individuals, groups and nations
- Promote moral and social education so that with self-respect children can **contribute positively** to the community and **achieve economic well-being**
- Enable our children to enjoy their childhood and give the beginning of education for leisure.

## Our "School Values"



## Aims of the Teaching & Learning Policy

- To celebrate exemplary Teaching and Learning at Sherwell Valley Primary School
- To ensure that the teaching staff at Sherwell Valley Primary School have an agreed set of principles, as expressed in this policy and a consistent approach to Teaching and Learning.
- To provide staff with a document to support planning within a framework of standards for Teaching and Learning principles.
- To inform Governors and parents of these agreed Teaching & Learning principles.
- To provide new members of staff and students with practical guidance; inform them of our Teaching and Learning principles and support their induction.
- To ensure that children experience continuity and common Teaching and Learning standards as they progress through the school.
- To make an explicit link between our aims and our actions, and provide a clear link for future development.
- To enable staff to identify aspects of good practice, which they wish to develop, and in which they would welcome support. e.g. through Performance Management and training.
- To celebrate and develop the individual skills of every child, regardless of their strengths.

## 1. Expectations

A successful school can only be developed and maintained if everybody has high expectations of themselves and others. We have the following expectations:

### *Staff should:*

- Like children!
- Be professional in all they do.
- Arrive at school in plenty of time to be prepared for the unexpected.
- Be prepared and organised.
- Dress appropriately for every occasion.
- Use appropriate language and behaviour patterns.
- Be expected to manage classroom behaviour.
- Encourage our school “values”
- Be caring and approachable.
- Have a fair and consistent approach to teaching.
- Have a warm and welcoming classroom.
- Provide suitable challenge for children and prepare them for next steps and new experiences.
- Prepare children to become independent.
- Track pupils to ensure progress is made – and take action if progress is not as expected.
- Be empowered to use their own initiative.
- Follow all school policies and procedures.
- Consider the Health and Safety of themselves and others.
- Have a positive attitude to their work.
- Be respectful towards pupils and other adults.
- Be enthusiastic about their work.
- Have a high level of subject knowledge.
- Be supportive of other adults in school.
- Enjoy working as part of a team
- Be adaptable and open to change.
- Be aware of and prepared to follow “whistleblowing” guidelines.
- Be open to equal opportunities.
- Be aware of Child Protection and Safeguarding procedures.
- Contribute to the life of the school – beyond the school day.
- Take an active part in Performance Management.
- Show respect for the school environment and equipment.

### *Pupils should:*

- Attend school every day.
- Arrive at school on time.
- Come to school ready to learn.
- Be supported by parents who are following Home/School Agreement guidance.
- Behave well at all times – following school/class rules.
- Be respectful towards fellow pupils and adults at school.
- Show respect for school property and the environment.
- Respond immediately to any requests from members of staff.
- Look smart – wearing the correct school uniform.
- Ensure they have the right kit and equipment in school on appropriate days.
- Be happy and feel safe at school.
- Be friendly and polite to all visitors to our school.
- Believe in, and put into practice, our school “values”.
- Have high expectations of themselves and try their hardest at all times.
- Not stop other children from getting on with their work.
- Complete homework tasks as required.
- Contribute to the life of the school.

- Present a good image of the school when out on school trips/visits as well as on the journey to and from school.
- Bring their own interests, beliefs and cultures into school.
- Ideally, be toilet trained on entry to Nursery, and take ownership of personal hygiene.
- Become increasingly responsible for their own personal organisation.
- Feel empowered to use their own initiative.

*Parents should:*

- Do their best to keep their children healthy and fit to attend school.
- Ensure that their children have the best attendance record possible.
- Ensure that their children are equipped for all school activities.
- 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.
- Support their children in all they do at school
- Adhere to all rules/guidance in the School Prospectus and fulfil the requirements set out in the home/school agreement.

## **2. Daily Routines**

Each day at Sherwell Valley runs to the same timescale:

### Little Valley:

Before 8:45: Children and their parents wait outside on Little Valley slope.

8:45: Doors opened and all children enter and hang up their coats etc, before settling on the carpet.

9:15: Circle Time

9:30: Play and Learning Time

11:00: Tidy Up Time and Reflection

11:20: End of Morning Session (During the next hour, children going home will be collected; those staying all day will eat lunch; other children will arrive in readiness for the afternoon session)

12:20: Children should all be in for afternoon session

12:45: Circle Time

1:00: Play and Learning Time

3:00: Tidy Up Time and Reflection

3:20: End of afternoon session

### Nursery:

Before 8:50: Children and their parents wait outside on the Foundation Stage patio.

8:50: Doors opened and all children enter and hang up their coats etc, before settling on the carpet.

9:00: Registration and Teaching Time.

10:30: Snack Time.

10:50-11:20: Teaching Time – normally a story and rhyming songs.

11:20: \* Children not staying for lunch are collected from the Nursery by a parent or designated adult. Nursery teacher and Nursery Nurse ensure that all children are safely handed over.

\* Children staying for lunch gather on the carpet.

\* Children arriving for lunch and the afternoon session enter Nursery, hang up coats etc and join the others on the carpet.

11:30-12:15: All children are taken to lunch in the Dining Room by Nursery lunchtime staff.

12:15-12:40: All children play outside – supervised by Nursery lunchtime staff. On wet days this play will be indoors.

12:40: \* Children not staying for the afternoon session are collected from the Nursery by a parent or designated adult. Nursery teacher and Nursery Nurse ensure that all children are safely handed over.

\* Children staying for the afternoon gather on the carpet.

\* Children arriving for the afternoon session enter Nursery, hang up coats etc and join the others on the carpet.

12:50: Registration and Teaching Time.

2:30: Snack Time.

2:50: Teaching Time – normally a story and rhyming songs.

3:10: Home Time. All children collected from the Nursery by a parent or designated adult. Nursery teacher and Nursery Nurse ensures that all children are safely handed over.

### Reception and Key Stage 1:

8:40-8:50: All children outside (except on wet days) and supervised by S.V.P.S. staff. Children either wait on the Lower Playground with their parents or come to the Top Playground away from parents.

8:50: Whistle is blown by Duty Teacher and all children line up on the Top Playground in designated lines facing the school building. Duty Teacher sends children inside and children enter the building via the designated entrances in an orderly fashion.

9:00-9:55: Teaching time.

9:55-10:15: Playtime: all children outside (except on wet days) unless carrying out a specific supervised task for a member of staff. End of playtime is indicated by Duty Teacher by the blowing of a whistle. First whistle means children stop what they are doing and stand still; the second whistle tells the children to walk to their lines, as above. Duty Teacher sends children inside and children enter the building via the designated entrances in an orderly fashion.

10:15-11:15: Teaching Time.

11:15-11:30: Assembly. All children are led to the appropriate Hall by their classteacher. Children enter the Hall silently and sit facing the front, listening to the music playing.

11:30-12:30: Teaching Time.

12:30-1:30: Lunchtime. All children outside (except on wet days) unless carrying out a specific supervised task or attending a Lunchtime Club. All children are supervised on the Infant Playground by Meal Time Assistants (M.T.A.s) under the direction of a Senior M.T.A. During the hour all children are brought to the Infant Hall or Dining Room to eat. After eating they return to the Infant Playground. End of lunchtime is indicated by a M.T.A. by the blowing of a whistle. First whistle means children stop what they are doing and stand still; the second whistle tells the children to walk to their lines, as above. M.T.A.s accompany children inside via the designated entrances in an orderly fashion, and wait in with the children in the classroom until the teacher arrives.

1:30-2:40: Teaching Time.

2:40-2:50: Playtime: all children outside (except on wet days) unless carrying out a specific supervised task for a member of staff. End of playtime is indicated by Duty Teacher by the blowing of a whistle. First whistle means children stop what they are doing and stand still; the second whistle tells the children to walk to their lines, as above. Duty Teacher sends children inside and children enter the building via the designated entrances in an orderly fashion.

2:50-3:20: Teaching Time.

3:20: Home Time. All children are taken to the "Patio" area. Children are collected by the parent (or designated adult) with the teacher (and assistant where appropriate) ensuring that each child is safely handed over. All teachers are available to speak with any parents. Any children not collected by 3:30 are taken to the School Office where they await collection.

### Years 3 & 4:

8:40-8:50: All children outside (except on wet days) and supervised by S.V.P.S. staff.

8:50: Whistle is blown by Duty Teacher and all children line up on the Playground in Designated lines facing the wooden wall. Duty Teacher sends children inside and children enter the building via the designated entrances in an orderly fashion.

9:00-10:05: Teaching time.

10:05-10:20: Playtime: all children outside (except on wet days) unless carrying out a specific supervised task for a member of staff. End of playtime is indicated by Duty Teacher by the blowing of a whistle. First whistle means children stop what they are doing and

stand still; the second whistle tells the children to walk to their lines, as above. Duty Teacher sends children inside and children enter the building via the designated entrances in an orderly fashion.

10:20-11:15: Teaching Time.

11:15-11:30: Assembly. All children are led to the Main Hall by their classteacher. Children enter the Hall silently and sit facing the front, listening to the music playing.

11:30-12:30: Teaching Time.

12:30-1:30: Lunchtime. All children outside (except on wet days) unless carrying out a specific supervised task or attending a Lunchtime Club. All children are supervised on the Playground by Meal Time Assistants (M.T.A.s) under the direction of a Senior M.T.A. During the hour all children are sent in to the Dining Room to eat. After eating they return to the Junior Playground. End of lunchtime is indicated by a M.T.A. by the blowing of a whistle. First whistle means children stop what they are doing and stand still; the second whistle tells the children to walk to their lines, as above. M.T.A.s send the children in via the designated entrances in an orderly fashion.

1:30-2:20: Teaching Time.

2:20-2:30: Playtime **on Key Stage 1 Playground**: all children outside (except on wet days) unless carrying out a specific supervised task for a member of staff. End of playtime is indicated by Duty Teacher by the blowing of a whistle. First whistle means children stop what they are doing and stand still; the second whistle tells the children to walk to their lines, as above. Duty Teacher sends children inside and children enter the building via the designated entrances in an orderly fashion.

2:30-3:25: Teaching Time.

3:25: Home Time. All children dismissed via the designated exit. All teachers accompany Children and are available to speak with parents.

### Years 5 & 6:

8:40-8:50: All children outside (except on wet days) and supervised by S.V.P.S. staff.

8:50: Whistle is blown by Duty Teacher and all children line up on the Playground in Designated lines facing the wooden wall. Duty Teacher sends children inside and children enter the building via the designated entrances in an orderly fashion.

9:00-9:50: Teaching time.

9:50-10:05: Playtime: all children outside (except on wet days) unless carrying out a specific supervised task for a member of staff. End of playtime is indicated by Duty Teacher by the blowing of a whistle. First whistle means children stop what they are doing and stand still; the second whistle tells the children to walk to their lines, as above. Duty Teacher sends children inside and children enter the building via the designated entrances in an orderly fashion.

10:05-11:15: Teaching Time.

11:15-11:30: Assembly. All children are led to the Main Hall by their classteacher. Children enter the Hall silently and sit facing the front, listening to the music playing.

11:30-12:30: Teaching Time.

12:30-1:30: Lunchtime. All children outside (except on wet days) unless carrying out a specific supervised task or attending a Lunchtime Club. All children are supervised on the Playground by Meal Time Assistants (M.T.A.s) under the direction of a Senior M.T.A. During the hour all children are sent in to the Dining Room to eat. After eating they return to the Junior Playground. End of lunchtime is indicated by a M.T.A. by the blowing of a whistle. First whistle means children stop what they are doing and stand still; the second whistle tells the children to walk to their lines, as above. M.T.A.s send the children in via the designated entrances in an orderly fashion.

1:30-2:20: Teaching Time.

2:20-2:30: Playtime: all children outside (except on wet days) unless carrying out a specific supervised task for a member of staff. End of playtime is indicated by Duty Teacher by the blowing of a whistle. First whistle means children stop what they are doing and stand still; the second whistle tells the children to walk to their lines, as above. Duty Teacher sends children inside and children enter the building via the designated entrances in an orderly fashion.

2:30-3:25: Teaching Time.

3:25: Home Time. All children dismissed via the designated exit. All teachers accompany Children and are available to speak with parents

### Wet Playtimes

In Reception and Key Stage 1, children are supervised in the Foundation Foyer and Infant Hall by Duty Staff. Staff may put on the television or a D.V.D.

In Key Stage 2, children stay in their classroom and are supervised by the class teacher or teaching Assistant.

### Wet Lunchtimes

In Reception and Key Stage 1, children are supervised in classrooms, Foundation Foyer or infant Hall by M.T.A.s. Staff may put on the television or a D.V.D.

In Key Stage 2, most children are supervised in classrooms by M.T.A.s. Staff may put on a D.V.D.

### Duty Rotas

The Deputy Head provides timetables at the beginning of each term showing which members of staff are on duty each day. Duties include supervising the playgrounds and buildings at playtimes; leading assemblies and supervising behaviour in assemblies; being available to administer First Aid; S.L.T. monitoring of Lunchtime behaviour. Staff not on duty at Playtimes and Lunchtimes are normally in their classroom or the Staffroom at these times.

### Playtime Rotas

We are fortunate that we have many designated play areas e.g. climbing equipment and sports pitches. Assistant Headteachers devise rotas indicating which Year Groups can play in particular areas/with particular equipment at Playtimes and Lunchtimes. These ensure that all children have access to all areas and all activities during the week.

### Playground Leaders & Torquay United Coaches

Four M.T.A.s are trained "Play Leaders" and they initiate play on the Playgrounds at Lunchtime. On Wednesday Lunchtimes, coaches from Torquay United F.C. lead organised activities on both playgrounds. The Deputy Head draws up a rota so that Prefects can help with games on the KS1 Playground.

### Peer Mediators

The SENCo annually identifies and trains a group of Peer Mediators. By rota, these children help resolve Playground disputes and look out for children who have no-one to play with.

### Timetables

The Deputy Headteacher creates timetables for all classteachers in readiness for September each year. These guarantee weekly access to shared teaching areas such as the Halls, I.C.T. Suites, Library etc. The timetables also indicate when teachers receive non-contact time and who provides this. The provider is the same every week to allow for continuity.

- P.P.A. Time – two sessions per week: is the same time each week, and all Year Group colleagues get P.P.A. time together.
- Assistant Head's Time – one morning per week: is the same time each week and all 4 Assistant Heads get this time together.
- Maths, English, Science and I.C.T. Subject Leader Time – two sessions per week: is the same time each week.
- S.L.E. Time – half day per week.
- N.Q.T. Time – two sessions per week.

In a school of our size, timetabling of staff and resources is essential – but it does not prevent staff from being flexible, adaptable and creative in the way they use their time and deliver the curriculum to their children.

### Learning Support staff

All support staff are deployed according to perceived need. There is general support in all classes – this being full-time in the Foundation Stage with the youngest children. With slightly older children the focus is more on individual (i.e. 1:1) or group needs. Personnel are timetabled to provide all children with as much continuity in their learning as possible – whilst still allowing Assistant Heads to be creative in their use of T.A.s.

### Pupil Safety and Welfare

This is of vital importance, and the following routines help ensure that children are safe and risk of accidents are minimised:

- The register is taken on SCOMIS at 8:50 each day – Office Staff confirm that absent children are all accounted for.
- The lunch register is taken at the same time and numbers are passed to the Kitchen Manager, who will distribute coloured bands for children receiving a school meal.
- The register is taken again at 1:30 each day.
- Pupils enter and leave the building in a controlled manner.
- Pupils are never left in a room without supervision.
- Pupils keep to the left of corridors as they move around the school.
- Running inside the building is prohibited.
- Pupils enter and leave assembly in a controlled manner.
- Fire Drill is held termly and all pupils are regularly reminded of what to do in the event of a fire. Fire evacuation Plans are displayed in all classrooms.
- Children are encouraged to be independent and self-reliant.
- Parental permission slips are required for all off-site and/or after-school activities.
- Safeguarding Forms are in all classrooms for staff to note any concerns.

### Other routines that support pupils and staff

In classrooms, some, or all of the following are timetabled to provide continuity:

- Wake n Shake
- Brain Gym
- Maths sets – across classes
- Intervention groups
- Guided Reading and Writing sessions
- Quiet Reading
- Handwriting
- Setting across classes for Phonics/Read, Write Inc work
- P.S.H.C.E. /Circle Time
- Milk and fruit
- Leap into Life/P.E.
- Behaviour rewards – such as “Goldentime”.

## 3. Planning

Planning should comprise of **Long, Medium and Short Term** plans

Long Term Plans show what is to be covered during the whole year. This obviously includes the expectations set out in the National Curriculum, the National Strategies and other agreed initiatives such as Leap for Life.

However, our Long Term Plans are more specific to Sherwell Valley School, and show how our Learning Objectives ensure that we provide full curriculum coverage in all years. At the end of each term, all teachers complete an Overview of the Learning Experiences their children have met. These are filed and kept on the “Shared” area on the network. At the end of the full year these completed Overviews are shared with Curriculum Leaders and the S.L.T. The following year, these Overviews are used when plotting new Learning Experiences, ensuring that all Curriculum Subjects are fully addressed.

Medium Term Plans are a curriculum overview of each Learning Experience, and also show the main aims of the “discrete” subjects to be taught. The current plans are displayed on the classroom wall. These plans will have clear links to the Long Term Plans (National Curriculum and Strategies) and will indicate:

- Key objectives in each curriculum subject to be addressed.
- The Learning Experience “hook”.
- A rationale for the Learning Experience.
- The desired outcomes for the Learning Experience.
- The school “values” to be addressed.
- Trips and visits/visitors.
- Play Planner – in Foundation Stage and year 1.

Weekly Plans are displayed on the classroom wall and include:

- Learning Objectives for the week.
- Resources.
- The role of the teacher and other adults.
- “Values” being addressed.
- Targets.
- The Main Teaching activities and lesson structures.
- Learning Outcomes.
- Success criteria.
- Differentiation and “Group Activities”.
- “Guided Teaching” activities.
- Key vocabulary.
- Key questioning.
- Links to I.C.T. e.g. websites.
- Assessment opportunities, including AfL.
- Links to A.P.P.

At the end of the week, these plans will be annotated, as this will support assessment and future planning. These Weekly Plans are retained on file, for future reference by each class teacher.

#### **4. Teaching Methods**

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement. Teaching should be inclusive so that all children have equal access to the lesson and the opportunity to take their learning forward. The high quality of teaching in our school will include:

- An awareness of the way different children learn (e.g. visual, kinaesthetic etc) and the flexibility to meet the needs of all children.
- Excellent subject knowledge.
- A creative and innovative approach to meeting all children’s needs.
- Focussed questioning that leads all children forward.
- A sense of making the learning “real”.
- Good modelling by the teacher, that children will strive to match.
- Quality interaction between the teacher and the children and between the children themselves.
- Some elements of Shared and Guided Work.
- Good pace and time management.
- An effective use of resources including I.C.T. and adult support.
- Differentiation, including challenge/extension to match the needs of all children.
- Support for S.E.N. children and appropriate challenge for Gifted and Talented pupils.
- Opportunities for children to work independently as well as co-operatively/collaboratively.
- A range of opportunities for Speaking and Listening.
- Planned trips and visits/visitors.
- An element of flexibility that allows teachers to deal with the unexpected at any time.

- Humour, enjoyment and enthusiasm.
- An awareness that the classroom can be extended outside.
- Opportunities for reflection.
- The use of elements of “Wake and Shake” and “Brain Gym”.
- Built in opportunities for assessment, including AfL and self/peer assessment.

## **5. Learning Environment**

The importance of the Learning Environment cannot be over-emphasised. We are convinced that the quality of the environment has a positive impact on pupil behaviour and performance. Wherever possible – inside and outside the classroom – the following should be considered if Teaching and Learning are to be as effective as possible:

- A well organised Teaching and Learning area.
- Clear expectations of pupils and adults.
- Rules that are agreed by all.
- School “Values” displayed and referred to.
- A safe and comfortable working area.
- A bright, colourful and stimulating Learning Environment.
- Targets – for individuals, groups and the whole class.
- Learning Objectives.
- Working Walls – including samples of children’s work.
- Accessible resources, clearly labelled.
- Designated areas within the classroom/teaching room.
- High quality displays celebrating ALL children’s work.
- Informative displays – that support learning and inspire questioning.
- Interactive displays.
- Incentive rewards/House Points charts – displayed.
- Timetables and rotas.
- Accessible planning – Medium-Term and Weekly Plans.
- Care Plans.
- Emergency procedures displayed on the wall.

In addition to this, we believe that the following are what we would like to see:

- Happy children and staff.
- An environment in which everybody feels valued.
- A flexible approach to Learning – in which creativity is encouraged, not thwarted.
- Children who are engaged and on task.
- FUN! – with children enjoying their learning.
- An area that exudes control rather than chaos.
- Children learning through play.
- Children working effectively in ability groups.
- Children and adults making good use of the local environment.
- A supportive atmosphere – for both children and adults.
- Children who feel confident in taking risks – and comfortable with getting things wrong.
- Children who continually strive to produce high quality work.
- Children working outside of the classroom – or the outside becoming an intrinsic part of the Learning Environment.

## **6. Strategies for Differentiation**

The needs of all children can only be met if there is effective differentiation – this is what makes for high quality teaching and learning. Differentiation should be considered at the planning stage, with the needs of all taken into account. Differentiation can take many forms and the following are examples of how a good teacher can meet the needs of every child and provide support and challenge at the same time:

- Questioning on different levels.
- Practical, hands on resources (a toolbox) for certain children.

- Additional adult (teacher/T.A.) support.
- Differentiated activities.
- Differentiated expectations.
- High quality outcomes for different groups of children.
- Collaborative working and the use of talk-partners or mixed ability groups.
- Setting in Maths and “Letters and Sounds”.
- Guided input for groups of children.
- Scaffolding for individuals/groups.
- Differentiation in the marking and feedback given to pupils.
- Targets and “Next Steps” for each child.
- Visual prompts.
- Effective use of I.C.T. resources.
- Use of language to meet the needs of e.g. E.A.L./S.E.N./G&T children.
- Use AfL to determine whether children feel successful and challenged by the task.

### **7. Use of Information & Communication Technology (I.C.T.)**

I.C.T. has an increasingly important role in the development of our children. We believe that our children should be taught the skills to use these new technologies; and be given as many opportunities as possible to use new technology in their everyday lives. At Sherwell Valley, every child has his/her own workspace, on the network, which is password protected.

The teaching of – and through – Computing is important to us and is enhanced by the staff and children at school having access to:

- A fully equipped I.C.T. Suite – with one machine per child
- P.C.s and educational software
- Online paid for and free educational resources
- 4 Class Sets of Pro-Surface tablets
- A laptop/tablet and SMART board in every classroom, the I.C.T. Suite and both Halls
- Networked colour photocopiers
- Visualisers
- Control devices such as “Roamer” and “BeeBot”
- Voting Systems – for use in assessing responses and progress
- A set of Nintendo DSs and Brain Training games
- Sensors and microscopes that can be used in Science sessions
- Calculators
- Listening Centres (in Foundation and Key Stage 1)

High quality teaching and assessment is further aided by staff access to:

- Planning tools on the networked “shared” area
- The assessment package “School Pupil Tracker Online”
- Video clips – both online and on D.V.D.s
- P.D.A.s
- Netbooks
- Photocopiers: coloured and black and white
- Support from outside agencies
- Digital music recorders
- Microphones and amps for performances, assemblies etc

The children are prepared for life beyond Sherwell Valley Primary School and are taught the importance of:

- Word processing
- Editing and re-drafting
- Presentations e.g. Powerpoint
- Spreadsheets and data bases
- Other “Office” tools

- Coding
- De-bugging
- The power of the World wide Web as a source of information
- E-mail and other forms of electronic communication
- Digital photography
- Digital videography
- E-Safety, including the importance of filtering

## **8. Relationships**

We believe that positive relationships between staff, pupils and parents are fundamental in making our school a vibrant learning community where adults want to work; children want to learn and parents have confidence in the quality of their child's early education.

### We encourage our Children to:

- Develop positive relationships with one another.
- Be supportive of one another.
- Be respectful of one another.
- Be understanding and tolerant of others.
- Behave appropriately around other children and adults.
- Have fun!
- Be inclusive and welcoming of new people and guests/visitors.
- Help each other – in and out of class.
- Understand what is right and wrong – and why.
- Form positive relationships with our neighbours and other members of our local community.
- Be respectful of children and adults visiting from other schools.

### We encourage our Staff to:

- Work as part of a team – Year Groups; Units; Whole school.
- Be good role models for the children.
- Listen to each others' views.
- Respect one another.
- Be open with one another.
- Share ideas and work collaboratively for the good of the school.
- Be welcoming of new colleagues.
- Be helpful and supportive of all colleagues.
- Have a sense of humour.
- Be understanding and tolerant of others.
- Behave appropriately around children and other adults.
- Have fun!
- Be inclusive and welcoming of new people and guests/visitors.
- Develop friendly, yet professional, relationships with all children.
- Be open and honest with children so that trust is established.
- Take the views of children seriously.
- Teach children about diversity.
- Strive to develop and maintain positive relationships with all parents.
- Be accessible to parents to discuss any issues or concerns about their children.
- Make the first move with parents over concerns e.g. sending home a "Pop in and see me" note.
- Be supportive of the needs and circumstances of parents and point them in the right direction for help and advice.
- Build upon parents skills and encourage them into school to support learning.
- Establish positive links with our community and other schools.
- Teach the principles of P.S.H.C.E. and S.E.A.L.
- Work on a positive transition between Year Groups.

### We encourage our Parents to:

- Maintain positive relationships with the school.
- Contact the school – through the appropriate channels - if they have any concerns regarding their children.
- Be supportive of the aims of the school – and help the school as it stresses the importance of positive relationships between staff and pupils and amongst the pupils themselves.
- Reinforce messages that come from members of staff.
- Become part of the school community – helping out in the school and support school events.
- Use their skills and share their experiences in school to support learning.

### **9. Use of Additional Adults in the Learning Environment**

Every adult working at the school plays an important role that will have an impact on the overall learning environment. We deploy Teaching Assistants as effectively as possible in a wide variety of roles. The T.A.s and teachers establish strong relationships based on regular communication and mutual support. The Support Staff assist the Teaching and Learning by supporting the teaching staff in many ways including:

- Working 1:1 with individual children.
- Working with small groups of children inside and outside the classroom.
- Helping with the planning of activities for groups and the whole class.
- Carrying out observations and assessments of children's progress.
- Assisting with day-to-day classroom management and organisation.
- Providing pastoral care for the children.
- Carrying out a wide range of administrative duties.
- Helping with behaviour management inside and outside of the classroom.
- Liaising with parents of specific children.
- Putting up displays and organising resources.
- Assisting on class trips and residential visits.
- Ordering resources and stock.
- Carrying out the 24 tasks that teachers are not required to do under the Workforce Reform agreement 2003.
- Embracing a team approach to educating every child.
- Utilising their skills and talents across a range of classes and age groups.
- Modelling appropriate behaviour and responses.
- Dealing with personal care of more needy children.
- Being flexible and responsive to the needs of the children and the teaching staff.

In addition to this, there are specific tasks carried out by the Senior T.A.s and Higher Level teaching Assistants (H.L.T.A.s). All H.L.T.A.s occasionally cover classes in the absence of a class teacher.

The Senior T.A.s form part of the School Leadership Team and attend S.L.T. meetings. They feed back issues to the other T.A.s at their weekly team meetings. This ensures that all Learning Support staff feel they have a voice – a direct line to the Headteacher. It also keeps them informed of key decisions regarding School Improvement and the day-to-day running of the school.

### **10. Assessment Strategies**

The school has an "Assessment, Record Keeping and Reporting Policy: 3.5 in the Staff Handbook, which should be read in conjunction with this.

Assessment of learning is essential as it:

- Ensures continuity of the child's education.
- Identifies gaps in children's curriculum experiences.
- Identifies contexts in which the child learns best.
- Ensures progression of expectation of the child and encourages fulfilled potential.
- Identifies children's strengths and weaknesses.
- Informs teachers of the child's background and what each child needs to do next.

- Provides easily retrieved information.
- Informs parents of the child's progress.
- Satisfies Government and National Curriculum requirements.

Assessment opportunities exist in every single lesson, and high quality teaching will make the most of assessments and aid future planning.

#### Examples of Informal Assessments:

- Observations of children and use of post-its.#
- Photographs.
- Pupil/Parent conferencing.
- AfL e.g. traffic lights, thumbs up, smiles etc to check against the Learning Objective of the lesson.
- Questioning.
- Peer discussions.
- Success Ladders.
- Peer/Self-marking.
- Pupil/teacher conferencing and written comments.
- SMART "Senteo" software – voting systems.
- T.A. assessments of intervention groups communicated to the teacher.
- Assessment against Learning Experience outcomes.
- Home-School Diaries – children (and their parents) assessing their own progress.
- Non-written evidence e.g. models in D.T.; movement in Dance; ability to empathise in R.E. etc.

#### Examples of Formal Assessments:

- Formal (Long) Observations in E.Y.F.S.
- E.Y.F.S. Passports.
- Sound, Letter, Number and Shape assessments.
- Reading Diaries and Reading Logs.
- Learning Diaries.
- Progress Books.
- Marking of work.
- Spellings, Tables, Mental Calculation tests etc.
- Formal tests e.g. S.A.Ts at the end of each Key Stage.
- A.P.P. Materials.
- School Pupil Tracker – allowing foci on pivotal (and other) groups.
- Curricular Target sheets and review of progress against these.
- Elicitation assessments – at beginning of a unit of work.
- End of Unit/L.E. assessments.
- Annotating of planning sheets.
- Intervention Group strategies e.g. Toe by Toe
- 1:1 Tuition and feedback from tutors to class teachers.
- Progress Reports – to parents termly.
- Reports at the end of the year.
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### **11. Evaluation of Practice**

In order to provide a clear picture of the quality and consistency of practice across the school, when evaluating Teaching and Learning in school, it can be monitored and evaluated through:

- Classroom Observations by Head, Deputy and Assistant Heads.
- Subject Leader monitoring of teaching and planning/curriculum overviews.
- Sampling of pupils' work.
- Daily self-assessment by teachers.
- Assessment tasks.
- Moderation of pupils' work.
- Marking/AfL.

- Appraisal
- Lesson study/Learning Walks.
- Pupil progress meetings.
- Comparison and analysis of data.
- Monitoring of intervention strategies and groups – and redeployment of support staff/resources.
- Unit Meeting discussions.
- Staff Meeting discussions.
- Informal professional discussions.
- Discussion with pupils.
- Updating of the S.E.F. – in readiness for Ofsted.
- Visits by Advisory Staff.
- A.P.P. Moderation.
- Looking at outcomes of Learning Experiences.
- P.A.S.S. Survey
- Annual questionnaires – pupils, parents and staff.
- Open Classrooms.
- Local Authority moderation meetings.