

Richard Avenue Primary School

Teaching & Learning Policy

Date policy reviewed: Spring 2017

Date of next review: Spring 2020

Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To provide a broad and balanced curriculum which provides opportunity for; all pupils to acquire content through variation and differentiation.
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
- To promote positive attitudes, good behaviour and moral understanding. To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others.
- To develop independent learners.

School Expectation

We expect teachers to:

- Have high expectations of themselves and all pupils.
- Impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils.
- Have secure subject knowledge and understanding –when support is needed teachers can seek advice from Senior Leaders or subject leaders.
- Make connections between previous, current and future learning
- Plan appropriately for all groups of children and access high quality resources
- Ensure that all pupils have equal access to the curriculum, allowing them to determine their own entry point.
- Ensure every lesson has a clear Learning Objective and relevant success criteria to support learning, which is explained to the class and remains on display throughout the lesson
- Prepare activities that are varied and differentiated to ensure that children explore, develop and practice new skills/ concepts at an appropriate level of difficulty which will be determined by the individual pupil.(Guidance to be given as required)
- Cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding
- Provide appropriate resources, which support learning outcomes and provide challenge for all pupils
- Create a stimulating learning environment to support accelerated progress, independence and interdependence.
- Have high expectations of presentation, quality and quantity of work
- Ensure lessons demonstrate key elements of good AFL practice, systematically check understanding, intervening when needed.
- Ensure pupils make rapid and sustained progress in Lessons.
- Provide high quality marking and constructive feedback to pupils that assists in next steps

- Respect each other by co-operating, supporting and communicating together so that learning is enhanced.
- Ensure that support staff are actively engaged, enhancing children's learning.

We expect pupils to :

- Provide high levels of engagement, commitment and cooperation within learning time.
- Respond well to teachers and lessons proceed without interruption.
- Respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress.
- Ensure work is sustained with a sense of commitment and enjoyment
- Be sufficiently confident and alert to raise questions, put forward their own opinions and to persevere with their work when answers are not readily available.
- Use skills provided to evaluate their own work and encouraged to do this every lesson.
- Learn from each other by working together.
- Have a respect for, looking after the wider world in which they live.

Curriculum

Our curriculum is broad and balanced focusing on depth of learning and mastery of content. This enables teachers to remain with subject/topic for longer ensuring pupils have mastered the content before accelerating into new material. We use a range of resources to support our curriculum:

The new Primary National Curriculum 2014;
 The Early Years Foundation Stage Framework ;
 The Sunderland Agreed Syllabus for Religious Education;

Long Term Planning

Our 'Whole School Curriculum Routes' are used to plot the content covered from nursery to year six for each individual year group and each curriculum area. It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

Medium Term Planning

Each subject route is broken down carefully to ensure detailed coverage of the knowledge and skills as set out in the National Curriculum.

For English additional guidance is provided through the use of, Grammar for Writing, Text type and Progression papers and Phonics and Spelling Guidance for KS 1 and 2.

For mathematics additional guidance is provided through the use of the Rising Star Objectives, Teaching for Mastery (NCETM), White Rose Maths Hub and Kangaroo Maths.