

# Long Sutton Primary School

## Teaching Policy



### Aims and Objectives

We aim to provide for all children a curriculum which meets their intellectual, physical, emotional, aesthetic and spiritual needs, enhances their self-esteem and encourages them to develop the attitudes and values which will sustain them throughout their lives. We aim to instill in pupils a love of learning and an understanding that it is a life long process. We encourage our pupils to know themselves as learners and foster a sense of ownership of their learning process. Furthermore we seek to develop in our pupils the self confidence and belief in their abilities that will ultimately lead them to become independent learners.

### Effective Teaching

At Long Sutton school we aim to deliver teaching that is dynamic, engaging, reflective, challenging and empowering for all pupils. We recognise and cater for the diversity of needs created by race, gender, ability or background and differentiate our teaching accordingly. We believe that through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

As teachers therefore we:

- provide experiences which promote active and purposeful learning
- introduce practical tasks which will foster understanding and develop relevant skills
- raise pupils expectations, motivating each to strive for excellence
- sustain positive attitudes to learning
- encourage participation
- promote an awareness of others' needs
- endeavour to increase pupils' self esteem, self-confidence and independence
- promote independent learning
- give pupils opportunities to work together as a class, in a group or team as well as individually
- enable children to become resourceful and enquiring learners.
- develop children's self respect and encourage them to respect the ideas, attitudes, values and feelings of others
- aim to help children to grow into reliable, independent and positive citizens

Classroom management should reflect the school's agreed aims and policies. The characteristics of a well-managed classroom include the following:

- The teacher has created a stimulating, inviting and orderly environment where children feel valued and secure.
- Children's work, objects and artifacts are thoughtfully and attractively displayed.
- Materials for the children to use are carefully and safely stored.
- Children know where things are kept, use resources safely and appropriately, and return them after use.

- The atmosphere promotes calm and purposeful interaction between children, and between teacher and child.
- Children feel secure, valued and liked.
- There are up-to-date records kept on all children, in terms of the work they have covered and progress they have made.
- There is evidence that work has been differentiated according to the needs and abilities of each child.
- Clear objectives are set in the teaching.
- Children are aware of the objectives set and endeavour to reach them.
- There are strategies in place to monitor the progress of the children, in terms of the knowledge gained, their understanding and the skills they have acquired.
- There is evidence that Long Sutton's Marking Policy is being consistently implemented
- There is evidence of a variety of teaching methods in operation.

The effectiveness of the teaching is regularly monitored through classroom observations, work sampling, review of planning and pupil conferencing.

The elements looked for include:

- Stimulating learning environment
- Match of work to the needs of individuals and their next steps in learning
- Sustained pace and sharpness of focus
- Flexible teaching strategies
- High levels of expectation from teacher and pupil
- Respect for the efforts of all children
- Co-operative work with colleagues: helping to achieve continuity and parity of opportunity
- Alertness and sensitivity

We aim continually to improve the quality of the children's learning.

Some indicators of this quality are:

- Demonstrable gains in the children's knowledge, skills and understanding.
- Evidence of the children making progress in reading, writing, speaking and listening, in numeracy and problem-solving activities.
- Evidence of pupils developing, retaining and being able to reapply knowledge.
- Evidence of the children being motivated to achieve and sustain high standards.
- Work on display comes from children of a range of abilities, performing at their best.
- The teacher has demonstrated the value of the work on display in the way she has mounted and arranged it.

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We have high expectations of the children and we aim to provide experiences in all lessons that help children to make good progress and achieve their best.

Effective teachers need to adopt a variety of approaches and patterns of working. They need the flexibility and skill to draw upon a range of strategies within the space of one lesson.

In order to ensure that all children have the opportunity to move on in their learning and achieve their full potential we will:

- Ensure that our planning is of a high quality and reflects the needs of the individual child and the high expectations that we set them.
- Assess pupils regularly and keep appropriate records with which to track performance and target future achievements.
- Invest in the professional development of our teachers and learning support staff to ensure that they develop and foster a range of teaching strategies which will enable us to respond to the needs of each child.
- To utilise effectively the skills and strengths of all personnel and welcome the support of parents in the classroom
- Share expertise readily and recognise our obligation to communicate with and support each member of the team.

All teachers establish good working relationships with all the children in the class. We treat the children with kindness and respect and give them equal opportunities to take part in class activities. We conduct all our teaching in an atmosphere of trust and respect for all.

**Signed:** .....

**Headteacher**

**Signed:** .....

**Chair of Governors**

**Date of Review:** February 2011

**Date of Next Review:** February 2012