



## **Key Principles**

Teaching and learning at High Ercall Primary School seeks to enable all children to reach their full potential. This policy details what makes teaching most effective, and learning most productive to enable good progress for all pupils.

We use a wide variety of learning and teaching styles to meet the intellectual, social, emotional, moral, physical, cultural and spiritual needs of all the children.

### **At High Ercall Primary, we believe children learn best when:**

- teaching and learning activities enthuse, excite and motivate children to learn
- learning activities are well planned with clear objectives which ensure good progress for all pupils
- assessment informs teaching and learning, reacts to individuals' needs and involves the children
- the learning environment is positive and purposeful – the children feel safe and valued
- children and parents are involved in the learning. Children are involved and independent. Parents are informed and involved.

### **Other documents which support this policy:**

- School Vision Statement (Appendix 1)
- Teachers Standards (Appendix 2)
- Policies – Behaviour, Assessment, Homework
- OFSTED criteria for Outstanding and Good teaching and learning (Appendix 3)

## **Key Principle**

**Teaching and learning activities enthuse, excite and motivate children to learn**

IN THE LEARNING ENVIRONMENT WE WILL SEE:

- interactive displays
- relevant displays with work of a high standard
- a classroom 'buzz' with active discussion, where appropriate
- work at a good pace to enable rapid progress
- high quality outcomes
- open ended activities
- children working independently or in different groupings, collaborating on projects
- children enjoying work

TEACHERS NEED TO:

- have high expectations
- have a good subject knowledge - use this to develop children's knowledge, skills and understanding in a structured way
- be well planned and well paced to move learning forwards
- be creative in their approach – using effective teaching strategies to engage all children in their learning

AS A SCHOOL WE NEED TO:

- have a creative approach to topics within the long term curriculum, including using motivating starters
- involve outside agencies, the outdoor environment and include visits to give children first hand experience

## **Key Principle**

**Learning activities are well planned with clear objectives which ensure good progress for all pupils.**

IN THE LEARNING ENVIRONMENT WE WILL SEE:

- Focussed learning activities with clear objectives and success criteria which are shared with the children
- A clear understanding by the children and they are able to explain their learning and progress
- A positive 'can do' environment
- Progress evident in children's learning

TEACHERS NEED TO:

- Share the 'bigger picture' of learning and give it a context, making links to previous learning which build on progress made.
- Share success criteria to enable the children to make good progress towards the learning objective
- Use modelling
- Differentiate the learning
- Employ resources (including other adults) to good effect
- Be able to redirect tasks planned during a lesson to maximise progress

AS A SCHOOL WE NEED TO:

- Have a broad and balanced curriculum map
- Have a clear monitoring cycle to support progress of pupils
- Ensure subject policies are in place
- Share expertise and good practise

## **Key Principle**

**Assessment informs teaching and learning, reacts to individuals needs and involves the children**

IN THE LEARNING ENVIRONMENT WE WILL SEE:

- Children knowing what they are good at, and their next steps in learning
- Children supporting each other – study buddies
- Peer and self assessment used to improve progress
- Personalised learning - using Close the Gap marking to improve learning, using oral feedback during a lesson
- Children developing independence and taking ownership
- Open ended activities – children using their own feedback to direct their own learning

TEACHERS NEED TO:

- Give written feedback to the children – work is marked regularly and in detail, using Close the Gap activities
- Use ongoing assessments during a lesson to increase pace of learning for individuals and redirect tasks where needed to increase depth of understanding
- Keep up to date assessment records - reading records, records of vulnerable pupils and submit termly data, tracking progress towards end of term targets
- Give the children modelled examples of work at certain levels
- Have high expectations of all children, planning detailed and differentiated lessons which challenge all

AS A SCHOOL WE NEED TO:

- Have a consistent system of assessment in place – through the Assessment Policy, which is adhered to by all.
- Ensure we have an efficient system of data tracking which is purposeful and involves all through pupil progress meetings
- Ensure equal provision for all – tracking vulnerable pupils and using interventions to close any progress or attainment gaps

## **Key Principle**

**The learning environment is positive and purposeful – the children feel safe and valued**

IN THE LEARNING ENVIRONMENT WE WILL SEE:

- Children who feel safe to talk and feel valued within the classroom
- Children's work displayed for others to appreciate, and the children involved in displays where possible
- Children who take risks in their learning and learn from mistakes
- A well organised room, with resources easily accessible for all

TEACHERS NEED TO:

- Set clear standards and expectations which are consistently applied through the use of the 5Rs. Show the children the values of the school and reinforce them regularly.
- Teach the children to behave well
- Model good behaviour, in the way they interact with all children and adults.
- Use praise to encourage children in their learning – a smile, verbal recognition, team points, stickers or 5R ambassador certificates
- Ensure the learning environment is ordered, with resources accessible to all.

AS A SCHOOL WE NEED TO:

- Have a clear policy of behaviour, using the 5Rs at the heart of our school values. Ensure this is applied consistently across school by all staff.
- Have high expectations of manners and behaviour throughout school, including attendance and punctuality
- Communicate our policy to all stakeholders, and their role within it
- Ensure clear safeguarding procedures are in place, and followed by all.

## **Key Principle**

**Children and parents are involved in the learning. Children are involved and independent. Parents are informed and involved.**

IN THE LEARNING ENVIRONMENT WE WILL SEE:

- Homework is valued and shared in class
- Reading diaries are valued and used consistently by the children and staff.

TEACHERS NEED TO:

- Provide regular homework to reinforce learning, which is marked and feedback given to children.
- Develop positive relationships with parents, and be accessible to answer queries (by appointment if needed)
- Give regular feedback to parents both informally when asked, or formally through termly parent – teacher conversations, and an annual report. This will include providing data as appropriate
- Inform parents of what they can do at home to support

AS A SCHOOL WE NEED TO:

- Ensure parents are kept informed about school events and topics, through newsletters, class letters, parent mail and use of the school website
- Have a clear and consistently used Homework policy
- Encourage parents to come into school both formally and informally
- Encourage parental involvement in school life through supporting school trips, membership of FHEPS and opportunities to represent the parent voice on the Governing Body.

## Appendix 1

### Vision Statement

#### **High Expectations, High Ercall**

Our aim is to achieve the very best we can, now and in the future.

High Ercall Primary is a friendly, caring school with close links to the village community and church. Whilst the school maintains a mainly Christian ethos, we help to develop an understanding of other cultures and beliefs. We work hard, in partnership with parents and other people, to make sure that children feel safe, happy and confident. We recognise and develop the needs, gifts and talents of all our children, helping them become enthusiastic, effective learners. They develop attitudes, understanding and skills which will enable them to make a positive contribution to the world around them.

We think it is important to be...

- Respectful
- Responsible
- Resourceful
- Resilient
- Reliable

We have looked at each of the 5 'R's and tried to explain them in a clear way so that everyone understands what we are aiming for.

#### Respectful

Being respectful means that we are caring and kind

A respectful person.....

- has good manners
- thinks of others
- listens carefully
- is helpful
- shares

#### Responsible

Being responsible means that we look after ourselves and others and always act sensibly

A responsible person.....

- is well organised
- can be trusted
- makes good choices
- thinks ahead

- follows rules

## Resourceful

Being resourceful means that we find ways to get the job done

A resourceful person.....

- asks good questions
- thinks for themselves
- tries different ways of doing things
- knows what to do when stuck
- solves problems

## Resilient

Being resilient means that we have 'stick- ability'

A resilient person.....

- is confident
- keeps trying
- keeps focused
- learns from mistakes
- bounces back

## Reliable

Being reliable means that we don't let people down

A reliable person.....

- can be counted on
- is fair
- is honest
- tries their best
- is a good team player

## **Appendix 2**

### **Teachers Standards**

#### **PREAMBLE**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

#### **PART ONE: TEACHING**

A teacher must:

##### **1 Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

##### **2 Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

##### **3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

##### **4 Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

- o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

- o showing tolerance of and respect for the rights of others

- o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

- o ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **Appendix 3**

#### **Outstanding (1)**

Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, are making rapid and sustained progress.

All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.

Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.

The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.

Teachers and other adults authoritatively impart knowledge to ensure students are engaged in learning, and generate high levels of commitment to learning across the school.

Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains.

Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.

#### **Ofsted Lesson Gradings**

##### **Good (2)**

Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, make good progress and achieve well over time.

Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.

Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.

Reading, writing, communication and mathematics are taught effectively.

Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.

Teachers assess pupils' learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage. They ensure that pupils know how well they have done and what they need to do to improve.

Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.