



**Monitor: Headteacher**

**Governor Link: Staffing, Curriculum and Standards Committee**

## **Principles**

We aim to put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience and co-operation. We recognise the importance of making learning innovative, meaningful and memorable. For this reason we teach through a themed, experienced based approach to enable children to make connections and link ideas and areas of learning.

We believe our school must be a welcoming, safe and vibrant place if our children are to learn effectively. We also believe that happy children are the most effective learners.

It is our experience that children will rise to and thrive upon the high expectations set for them by their teachers. We will therefore expect high achievement in all areas of school life and will not be limited by a ceiling of low expectation.

To make learning as effective as possible it must be delivered within a framework of what we believe excellent primary practice to be. We describe this under the following main headings:

- Relationships
- Teaching, learning and assessment
- The curriculum
- Attainment and progress
- The environment for learning.

## **Relationships**

The effectiveness of any school is dependent upon the quality of the relationships amongst those working in it on a day to day basis. We believe that the positive relationships existing between children, parents, teachers, support staff and governors help make ours a good school, and we take great care to nurture those relationships.

A clear positive policy on behaviour exists that supports and outlines sanctions to help teachers and other adults maintain positive attitudes and promotes good behaviour at all times, but the greatest aid to this will be good, engaging and interesting teaching.

We believe that:

- All staff must have consistent expectations of children's attitudes and behaviour and take responsibility for ensuring these around the school.
- We must treat everyone with the respect that we would wish to receive ourselves, taking an active role in praising, complementing, and thanking others.
- Good manners and social skills should be modelled by all.
- Children should be helped to develop self-respect and expression

- We aim to build and maintain positive relationships with pupils, staff, parents, governors, and the wider community.
- It is important to know the value of others and of being part of a team.
- Good systems of rewards and incentives are in place for all staff to use.
- Everyone needs to be aware of their rights and the responsibilities that go with them.

### **Teaching, learning and assessment**

We believe that every child deserves to be taught well, and to leave school as a well rounded individual who will make good progress. To ensure that we are able to intervene effectively where children may not be achieving their best we must be able to follow and set achievable targets for their progress. Children need to know how well they are doing and what they need to do to improve.

We recognise that the need for good and effective assessment in order to plan and evaluate learning effectively is a constant activity and happens both formally and informally, formatively and summatively.

We believe it is vitally important that assessment does not become a time consuming burden. If an assessment is not going to be used by a future audience to further a child's learning it need not be formally recorded.

The most effective assessment is conducted as an integral part of the teaching and learning process. It is not a bolt-on exercise.

We believe that children will learn best where:

- Teaching is interesting and inventive, differentiated and personalised.
- Assessment forms part of a cyclical process, should inform the current and next lesson
- There are clear learning objectives, and success criteria created sometimes by the children, or by the class teacher.
- Children are assessed on what they can do, not what they can't.
- Assessment is relevant and manageable and informs planning.
- Marking is child-friendly, related to learning objectives and informs children how to improve their work.
- Children are aware of and involved in assessment of their progress.
- Children feel confident to take risks and make mistakes
- Teachers are able to respond to situations that arise and able to use their expertise.

### **The Curriculum**

Primary education is a critical stage in children's development. As well as giving them the essential tools for learning, primary education is about children experiencing the discovery of new skills, solving problems, being creative, developing their self-confidence as learners and maturing socially and emotionally.

Children have the chance to learn in a range of different ways – but all of the learning and teaching is of a high quality and is planned and managed so that every child is supported and challenged

We believe it is especially important that:

- Core skills are practised regularly across the whole curriculum.
- The curriculum is exciting, relevant, and innovative, using a wide range of resources, including the community
- There is a broad and creative curriculum to develop the whole child.
- Planning is relevant to the task, built on previous assessment, with opportunities for independent learning.
- Planning allows for flexibility and teachers have confidence to follow children's interests or current affairs

- Planning is accessible, user friendly and available.
- There are strong, relevant cross curricular links.
- Children should have ownership of some areas of the curriculum.

### **Attainment and Progress**

If relationships and teaching and learning within an exciting and well planned curriculum are good, then we would expect all children's progress to normally be at least good.

Pupils' attainment and progress will be measured at key points throughout the year, as well as at key times during a child's progress through the school.

As a result of this assessment and tracking process we would expect:

- That all children make good progress in order to meet their individual potential
- Children are keen to achieve their next step in their learning
- Children are aware of how they are achieving and how they can improve or develop
- Good attainment and progress is rewarded and celebrated.
- Regular reporting to parents of attainment and next steps
- Progress targets personalised to include out-of-school circumstances as well as in-school help
- Parents to be involved in their child's learning
- Targeted children with strategies in place to support them.
- Intervention programmes being used swiftly and effectively.

### **Environment for learning**

We believe that it is vital to instil a sense of worth and self-esteem in all children. Displaying children's work in a careful and sensitive way demonstrates that we value their work and that we take genuine pride in it.

In our classrooms we expect to see:

- A stimulating, inspiring, organised and motivating environment which celebrates learning.
- Work by all children displayed, regardless of ability
- Interactive displays covering different subjects and areas of learning which include aids to scaffold learning
- Child initiated displays and environment
- Children involved in and taking pride in their learning environment
- Use of wider community and use of expertise to support learning
- Use of the outdoor classroom and locality as part of the curriculum
- Safe and enjoyable outdoor play areas and experiences
- An environment which promotes equality
- Use of a variety of environments to inspire and discover other interests and talents

Written: November 2012

Reviewed: November 2014, November 2017

To be reviewed: November 2019

Policy agreed and adopted by: Staffing, Curriculum and Standards Committee at meeting held on 15<sup>th</sup> November 2017.