



Sir Thomas Abney Primary School

Learning and Teaching Policy

January 2010

We all shine
Respect ourselves and each other Learning all the time

Our School

Sir Thomas Abney is 'A good school that helps everyone to do their best'
(Ofsted Report June 2007)

We pride ourselves on being an inclusive school, where we celebrate diversity and difference and acknowledge the richness that this brings to our school community. We aim to provide opportunities for all children to access a broad, balanced and creative curriculum, regardless of age, attainment, ethnicity, language or background that is personalised to meet children's individual needs.

Introduction

Sir Thomas Abney School is an inclusive, multicultural school, which is always striving for excellence. Sir Thomas Abney is also a Language Resourced School (LRS) which has a specialist provision for children who have specific language impairments (SLI). Children with an LRS place have a specially funded place at the school. Every child matters at Sir Thomas Abney School and we strive for all our children to be safe, healthy and enjoy their time in school. We believe in the concept of personalised, lifelong learning and achievement. We feel strongly that learning should be a rewarding and enjoyable experience for all and that both adults and children learn new things every day.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices. We empower learners to be healthy, stay safe and equip them to achieve their best in the future. We believe that appropriate learning and teaching experiences help young people to lead happy and rewarding lives.

This policy aims to include all staff and children in a consistent approach to learning and teaching and should be used as a guide for all staff when monitoring learning and teaching.

It is the responsibility of each member of staff to ensure its implementation.

At Sir Thomas Abney we aim to provide a caring, supportive and stimulating environment with high quality learning and teaching. We aim towards all lessons being outstanding; we accept nothing less than good teaching.

In line with the ethos of the school we believe that effective learning is at the heart of raising standards. This policy sets out our vision of effective learning and all it encompasses. We aim to ensure:

- A high level of literacy and numeracy
- An enquiring mind which looks forward to learning more each day
- Independent children who are confident, flexible and able to cooperate with others
- Conscientious staff and young citizens who are tolerant and respect themselves and value others within our multi-cultural society
- Pride in achievement and a desire to succeed
- Effective links between the school, the child's home and the community which promote aspirations and high expectations
- Equal opportunity for all.

Equal Opportunities

All staff establish positive working relationships with all children and promote respect for differences and value diverse experiences. Children are treated fairly regardless of their race, gender or religious beliefs and are given equal opportunity to take part in school activities. All staff follow the school policy with regard to behaviour for learning. We use praise and reward to help build positive attitudes towards school and learning. No one should ever feel humiliated, shouted at or targeted in an abusive way.

Culture of effective learning

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing and reflecting on how they learn. Assessment for learning strategies including paired talk and self and peer review are used to ensure the key learning objectives are met.

When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We believe children who think creatively and independently are more likely to discover things for themselves and be motivated to work beyond lesson time to pursue topics of interest. We believe key skills and attributes are best developed within a motivating cross-curricular approach. Our aim is to create a rich and varied curriculum, meeting national requirements but uniquely developed by us.

The Learning and Teaching Policy

The role of children

It is the responsibility of all children to:

- Come to school ready to learn
- Arrive on time dressed in the school uniform
- Make the most of learning opportunities
- Work hard in all lessons and do their best
- Listen to each other
- Show respect for themselves and all members of the school community
- Avoid confrontation
- Follow the school's behaviour policy
- Encourage each other
- Value each other's opinions
- Use appropriate language
- Do all homework on time
- Look after the school

The role of parents/carers

We value the role of families in learning and expect good open communication, listening sensitively and responding thoughtfully.

We strive to inform parents about what and how their children are learning by:

- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school
- Sending regular reports to parents in which we explain the progress made by each child and indicate how their child can improve further
- Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct uniform and PE kit
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Model the positive behaviour and positive attitudes expected of their child.

Culture of effective teaching

Teachers work hard to plan interesting and engaging work to stimulate imagination. Through personalised learning we strive to ensure that tasks set are appropriate to each child's level of ability and maximise first hand and practical experiences. This is established right from the start in the Early Years Foundation Stage.

A wide range of interventions and support programmes are available to children with SEN which are monitored and reviewed on a regular basis. We always aim to work collaboratively with other professionals and seek advice and support from a range of outside agencies involved with children's learning and well being. When planning work for children with SEN we give due regard to information and targets contained in the child's Individual Educational Plan (IEP).

As part of our LRS status, staff at Sir Thomas Abney have specific training in relation to SLI. Collaborative work between teaching, support staff and speech and language therapists develops a good approach to the teaching of communication skills in all our children.

We aim to develop the LRS as a centre of excellence and for our expertise to be shared with other schools.

We have high expectations of all children and believe that they should all be included in the full range of educational opportunities. We expect their work to be of the highest possible standard. All staff strive to overcome barriers to learning. Recognising and celebrating success through assemblies, displays and performances is very important at Sir Thomas Abney. We ensure that there is a broad range of opportunities to shine.

All teachers' personal enthusiasms and passions are positively encouraged and they reflect on their strengths and areas for development, through self-evaluation, observations and discussions. They use this to inform their professional development needs. We do all we can to support teachers in developing their skills, so that they can continually improve their practice.

Teachers use their own and each others' expertise, and during their PPA time work alongside colleagues to plan for effective learning. It is expected that:

- Learning objectives and success criteria are shared with the children
- Key questions are planned in advance and ensure all children actively participate in learning
- Activities are differentiated to meet the needs of different learners
- Different learning styles and preferences are taken into account
- Well paced lessons are planned to include a variety of group/individual/paired and whole class activities
- Activities outside the classroom are planned as appropriate, eg ICT suite, visits and trips
- All work is marked and feedback is shared with children
- Progress is recorded and used to inform planning
- Through feedback and dialogue, children know how they are doing and how to improve
- Relevant, motivating and challenging homework is regularly set
- The classroom is a stimulating and language friendly environment for learning. Displays are changed at least termly to reflect the topics studied by the children
- Children are rewarded consistently and fairly
- Children feel safe at all times.

We deploy teaching assistants and other support staff as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.

We have high expectations of staff in terms of commitment and professionalism, classroom organisation, display and personal expectations of children.

We have high expectations of learners and the effort they should put into learning at school and at home, and what they can achieve.

We recognise and value high achievement and create opportunities for those children who excel, where relevant, to compete beyond the school.

We positively encourage teachers to seek out subject specialists to enhance topic work and so that the children have the experience of working alongside experts. All staff have personal strengths and are encouraged to share these with the children or by leading a club.

The planning process demands thought, creativity and time. There is a high expectation of the quality of planning and it is not acceptable to simply photocopy and follow pre-written plans, although these may be used as a starting point.

Topics that are unique and original are positively encouraged and being a London school, there are always special events and exhibitions that can be fully utilised. If teachers are motivated and enthusiastic about the term's work, then the children will be too!

Teachers working at this school must be strong in the full range of teaching techniques. As such, a week's lessons should include whole class direct teaching and modelling, ability group work, mixed ability work, practical tasks, paired work and individual work. There should be a good balance between teacher/pupil talk and well-structured pupil/pupil talk opportunities. We structure and pace teaching and learning so that children understand what is to be learnt, why and how. Teachers must take into account the range of learning styles ie visual, oral, aural and kinaesthetic.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy during the **Autumn Term**.

Signed:

Date: