



“Striving for Excellence in the community where everyone matters.”

LEARNING AND TEACHING POLICY

Learning at Charville is underpinned by our Core Values, which are as follows:

Respect
Independence
Self-belief
Honesty
Caring
Determination

Aims:

Our School Motto is:

“Striving for Excellence in the community where everyone matters.”

To ensure that all stakeholders strive for excellence from everyone, we expect them to be committed to the following:

Objectives:

- Secure high quality teaching and promote independence
- Share sound/leading edge practice where the children have the determination to succeed
- Raise standards of attainment and self-belief
- Gain consistency across the school and promote respect towards learning
- Provide a high quality learning environment where children feel safe and nurtured so they are ready to learn
- Continuously underpin shared values and behaviours
- Promote positive dialogue
- Improve quality of learning experiences involving the community
- Promote the ability for all our learners to be well mannered and honest.

Introduction

At Charville we define **LEARNING** as:

A unique and personal process through which we acquire skills, create and develop knowledge and deepen understanding to enable successful lifelong achievements.

At Charville Primary School the following **minimum quality standards** for lessons have been established:

- Capture the attention of the class at the beginning of the lesson
- Explain the purpose of the lesson clearly
- Give clear instructions and explanations throughout
- Monitor and intervene when teaching to ensure sound learning and discipline
- Establish and maintain a purposeful working atmosphere
- Set high expectations for pupil's behaviour, effort and achievement using Values to underpin all learning
- Establish a safe working environment, which supports learning and in which children feel confident and secure
- Use language and terminology appropriate to the level and ability of pupils
- Ensure that all pupils of all abilities are involved in learning activities and that their needs are being met
- Give pupils opportunities to interact with each other and contribute ideas
- Use a variety of information techniques e.g. questioning
- Ensure there is time for reflection for learning that has taken place.

Curriculum

Here at Charville we underpin our school ethos and values with these overarching aims in our curriculum:

- To promote a celebration of learning, both through success and failure
- To develop a hook into learning
- To ensure awareness of the British and school values
- To allow opportunities to work independently and collaboratively
- To promote an involvement of the arts
- To ensure an awareness and discussion of current affairs is made available to all
- To ensure that all interests are known and developed
- To involve all groups within the school
- To promote learning through experiences
- To ensure the use of outdoor areas
- To provide practical high quality resources.

Underpinning these aims in our curriculum, the following non-negotiables for both English and Maths are as follows:

English

- To ensure high quality of presentation for all writing tasks
- Teachers to model the cursive script at all times
- To promote the use of advanced vocabulary
- To make use of key resources to develop their skills, including high quality texts and aids such as dictionaries and word lists etc
- To use a variety of different writing structures including, shared writing, modelling of writing and opportunities for the children to write independently at length
- All writing (including topic work) must have stars and steps related to English skills.

Maths

- To ensure that all topics taught through the Concrete Pictorial Abstract (CPA) approach
- To ensure that teachers and children use correct maths vocabulary and that opportunities for children to practice key spelling of mathematical language are made available
- To promote the use of correct mathematical language used by staff and pupils
- To encourage verbal answers to be in full sentences
- To ensure everything to be completed in pencil
- To promote the use of relevant working walls with examples of pupils' work and vocabulary, which are covered in plastic.

Learning at Charville is underpinned by our Core Values. At Charville all staff must ensure that in all areas of the curriculum the values are promoted, followed and embedded as follows:

Respect

- To ensure that all members of our school are happy and valued
- To ensure that all members of our school are made aware of their strengths
- To ensure that there is a culture of fairness and safety promoted by all members of our school
- To promote a culture whereby backgrounds, cultures, languages and faiths are respected by all members of our school.

Independence

- To promote opportunities for independent learning as well as collaborative learning with all members of our school
- To ensure that ownership is taking of learning from all members of our school
- To promote a culture of inquisitive, independent learners for all members of our school
- To promote the use of practical tasks which take into account the creativity of all members of our school
- To have an understanding of all our independent interests and how they relate to all individuals learning from all members of our school
- To value contributions from others and understand the importance of individual ideas and opinions from all members of our school.

Self-belief

- To show an awareness and understanding of everyone's achievements, be them academic or otherwise, from all members of our school
- To promote a culture of positivity reflected in learning and behaviour from all members of our school
- To promote a culture of growth mindset whereby all members of our school have respect for and believe in themselves.

Honesty

- To ensure that all contributions are valued and respected
- To promote a culture of honest discussion and feedback from all members of our school
- To promote a culture whereby time is given and taken for individual and collaborative reflection and evaluation by all members of our school
- To ensure that the culture of questioning is portrayed as honest and challenging for all members of our school
- To promote a culture of feedback, advice and discussion regarding learning and teaching for all members of our school.

Caring

- To ensure that all members of our school are treated equally
- To promote a culture whereby positive relationships and attitudes are modelled by all members of our school
- To promote a culture whereby all members of our school are greeted, treated with and shown respect at all times

- To ensure that all children are kept safe and secure, physically and emotionally, by all members of our school
- To ensure that all concerns regarding welfare of all members of our school are made aware of
- To have an understanding of all learning styles within the classroom and differentiate where appropriate by all members of our school.

Determination

- To promote a culture of resilience from all members of our school
- To ensure high expectations are given and demonstrated by all members of our school
- To ensure that all children are motivated and interested in their curriculum by all members of our school
- To ensure that differentiated levels of challenge are made available for all children during all lessons by all members of our school
- To promote a culture whereby subject knowledge is developed, demonstrated and evaluated by all members of our school
- To ensure enthusiasm towards learning and teaching is demonstrated by all members of our school.

When the values are promoted, followed and embedded, learning and teaching in our school will be demonstrated as follows:

Children, staff and governors will show...

- **Respect to themselves and to all members of the school in all discussions, tasks and reflections**
They show pride and care for their school and for all resources, property and equipment. They have an understanding of self-respect and mutual respect and the importance of both.
- **Independence during their learning in all discussions, tasks and reflections**
They show an understanding of the importance of working independently and the need for independent learning, whilst also understanding the importance of collaboration with their peers. The importance of respecting opinions, views and contributions during these times are clear to all.
- **Self-belief when challenging themselves and showing resilience in all discussions, tasks and reflections**
They show the ability to challenge themselves through a range of tasks and promote a culture whereby resilience, effort and mistakes are embraced and discussed with their peers.
- **Honesty to themselves and to all members of the school in all discussions, tasks and reflections**
They understand the importance of honesty in all aspects of their learning and behaviour. Honesty is encouraged through discussions with their peers and an understanding is made of the importance of honesty during reflections regards learning and behaviour.
- **Caring to themselves and to all members of the school in all discussions, tasks and reflections**
They understand and demonstrate a culture of caring to all and promote positive language, actions and behaviour at all times to all peers.
- **Determination when challenging themselves and showing resilience in all discussions, tasks and reflections**
They understand the importance of resilience at all times and strive to achieve in all areas of their learning. Their discussions between peers demonstrate positive attitudes towards resilience and mistakes and how they relate to their learning.

To ensure that learning and teaching is monitored and reviewed regularly against the Teacher's Standards (See Appendix 1), senior and middle leaders will also monitor that the following is being shown by all members of school:

- Ensure children are valued for who they are achieve their full potential and academic development
- Provide a secure, stimulating environment in which to learn
- Treat the children with dignity and respect
- Do its utmost to provide a high quality education for all children
- Provide parents information about their child's progress and provide parents with opportunities to talk to teachers
- Keep parents well informed about school policies and activities through regular emails, newsletters, website and varying forms of social media
- Set, mark and monitor home learning suitable for children's needs
- Send to parents an annual report of your child's progress
- Inform parents of any concerns regarding your child's behavior for learning, attendance or health
- Challenge children to strive for the highest standard of personal, social and intellectual achievements.

Written by: All the Teaching Staff at Charville Primary School

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**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, articulation 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 Fulfill 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:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - 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
 - 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.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>