



Godley Community Primary School - Teaching and Learning Guidance

Godley all teaching is good with many lessons taught being outstanding.

The school mission and aims are at the heart of our teaching.

Our mission: Delivering excellence in a happy and nurturing learning environment

Our values:

Respect	Value the unique gifts and abilities of others as well as ourselves.
Aspiration	Aim to achieve the best that we can.
Courage	Stand up for our beliefs and take responsible risks.
Responsibility	Make decisions and accept the consequence of our actions
Care and Support	Be caring, kind and supportive towards ourselves, others and our environment

This guidance aims to:

- Raise the quality of learning and as a result improve standards
- Provide clear guidance for teaching and learning ensuring consistency across the school
- Enable the teaching team to identify aspects of practice as part of their commitment to continual improvement
- Provide a tool for monitoring, evaluation, school improvement and accountability
- Support our commitment to equal opportunities
- Set out our expectations of best practice

Our values are fundamental to children's learning and underpin the work we do.

We aim to help children become creative thinkers who are not afraid to take risks and see mistakes as opportunities for learning. Children need good models to evaluate and have opportunity to reflect and improve. We recognise that pupils are more likely to learn effectively if they are emotionally engaged in their learning. Teachers therefore aim to include children in the process and be as creative as possible in seeking ways of making learning interesting and successful. Our aim is to maximise every learning opportunity to enable children to be the best they can be at that moment in time.

We believe that children learn best when learning is:

- Stimulating, challenging, creative, fun, varied, practical, supported, progressive, reflective, interactive and enjoyable. It should build on experience and have built in success for all.
- It should be based on our good knowledge of the children so that it engages them. It should have high expectations of learning outcomes and it should always be purposeful and relevant.
- Owned by the children. They should have a role in the planning, choice of level, choice of resources, feedback and agreeing next steps.

To enable learning to be at its best we also recognise that we should create the conditions for learning. These include:

- They are given a variety of learning opportunities across a range of contexts
- They are interested, motivated and engaged in clearly understood and challenging tasks which require them to work at a good pace
- The atmosphere is calm, busy and purposeful
- They are given opportunities to work independently as well as under the direction of adults
- Have the opportunity for co-operative interaction with peers, teachers and other adults and receive challenging and supportive questioning
- They have positive self esteem that is enhanced by a feeling of worth within the classroom
- They are actively involved in self evaluation, planning and assessment
- There is the opportunity to learn from first hand experiences and apply learning to new situations
- They are encouraged and able to engage in problem solving and investigate activities across the curriculum
- They encounter genuine success

The effective learning environment that we seek to create is characterised by:

A purposefully organised classroom, which includes:

- Quality resources that are well used and easily accessed
- Well planned lessons and activities which employ a range of teaching styles depending on the needs of the learners and the subject content
- An emphasis on learning and teaching rather than on domestic organisation

High quality displays which:

- Reflect a broad curriculum
- Engage interests
- Are effective resources and can be used by teachers and pupils during lessons and learning activities.

- ***Effective use of physical space*** both within the classroom and outside the building

- ***A positive ethos*** based upon respect and understanding which includes:

- The valuing of individuals and teamwork
- A recognition of the individual's responsibility towards the whole school
- Clear vision from the leadership of the school
- Good communication
- Good behaviour based on a clearly understood policy
- High expectations in all areas of school life

- Welcoming of parents and carers and recognising their role in school
- **Valuing the role of parents and carers** including:
 - Having open, positive and constructive dialogue
 - Supporting learning at home
- **A broad and balanced curriculum** which is supported and enhanced by activities and subjects beyond the National Curriculum which will include:
 - Planning which ensures progression and recognises common elements and links between subjects
 - Schemes of work which support learning and teaching
 - The sharing of teaching objectives and learning outcomes
 - Differentiated activities and outcomes to meet the needs of all learners
 - The use of different learning styles matched to discreet areas of learning
 - Challenging work which meets the needs of pupils through an agreed process of target setting
 - Enrichment of the curriculum by partnership with other bodies or community groups to provide experiences beyond the normal capacity of school provision
 - Themed weeks such as Arts week and Healthy Week to enrich the curriculum and provide children with new and varied experiences.

TEACHING

- **Effective teaching** by teachers who see themselves as lifelong learners and endeavour to:
 - Share good practice
 - Engage in professional development identified through self evaluation, performance management and whole school needs
 - Maximise learning time in school
 - Organise classrooms, pupils and support effectively
 - Reflect and adapt practice in the light of their professional judgements
 - Recognise the need for a sense of personal achievement.

Teachers at Godley:

- Are aware of all school policies.
- Plan learning to enable children to make progress while being challenged.
- Employ a range of appropriate teaching strategies - whole class, group, paired and individual.
- Ensure that the pace of lessons challenges all learners to do their best.
- Model, instruct, explain, question and support children in their learning.
- Ensure a balance of tasks, which develop: knowledge, skills, concepts, values, attitudes and understanding, which can be applied to a range of situations.
- Have high expectations of children in a supportive and respectful manner.
- Communicate effectively with all children and build relationships with members of the school community.
- Discuss, listen, praise, encourage and counsel in order to allow children to work effectively within the school community.

- Organise and maintain resources effectively.
- Assess, evaluate, monitor and record children's progress leading to the development of a full picture of each child's achievement.
- Have a good knowledge and understanding of subjects.
- Manage pupils, achieving high standards of discipline.

Knowledge and Understanding of Subjects

Pupils know exactly how much work is expected of them in a lesson and what quality of work will be accepted.

Teachers have a good understanding of the subjects and in particular the requirements of the National Curriculum.

There is effective exposition or questioning - providing good models for pupils in terms of clarity, subject accuracy and expression.

High Expectations and Challenge

Each lesson has a clear objective and pupils know exactly what is expected through each part of the lesson.

Teachers make connections with previous work and makes links with future work. The content and intended outcomes are clearly explained with pupils involved in learning activities.

Realistic targets are set for all pupils within a given time period.

Effective Planning

Lesson objectives are clearly expressed and related to pupil knowledge and understanding. Activities are planned to enable pupils to achieve the learning objectives.

Work is differentiated by task, support, resources or outcome in order to meet the needs of the children, while providing success and challenge.

Planning shows a sequence of lessons, involving additional adults where appropriate.

Planned work is related to the National Curriculum, in particular matching individual lesson content with level descriptors.

Methods and Organisation Strategies that Match Curricular Objectives and Needs of all Pupils

Teachers employ a range of methods-most appropriate to the subject and lesson content. Content is presented in an interesting and lively way with pupils often actively involved through the use of open-ended questions.

Teachers are skilful in the monitoring of pupils' work in the class, intervening with appropriate and helpful comments and guidance.

There is a blend of teaching and learning styles, including the direct teaching of the whole class, managing group work and setting appropriate tasks for individuals.

Lessons use a plenary session to illustrate the achievements of pupils to underline the lesson objectives.

Good use of ICT is integrated into all lessons.

Thought is given to the materials needed, Pupils know where the materials and resources are stored, including basic materials (pencils, rubbers etc) and have quick easy access to them. Thought is given to where items are placed and pupils are encouraged to take responsibility for looking after equipment.

Pupils are fully aware of classroom routines and given particular responsibilities.

Other adults contributing to a lesson are well prepared and fully involved.

Managing Pupils Well and Achieving High Standards of Discipline

Good relationships are established between teachers and pupils with respect for individual worth.

The achievements of pupils of all levels of attainment are valued.

Good order is based upon a positive classroom climate and supported by good lesson presentation.

Clear rules are established regarding pupil behaviour and the teacher conveys these in a non-confrontational way.

Pupils behaviour is carefully monitored and appropriate actions are taken to pre-empt misbehaviour occurring.

Appropriate verbal responses are encouraged and inappropriate responses discouraged.

Pupil attention, interest and involvement in the lesson are maintained, with progress continuously monitored, and constructive and helpful feedback given to pupils.

Lessons begin promptly and a working climate is established and maintained.

There are clear rules, fully understood by all pupils, with an established classroom procedure.

Use of Time and Resources Effectively

Pupils are encouraged to take responsibility for the books and equipment they use.

There is a plentiful supply of pencils, pens etc. at a given place/s in the classroom for those pupils who have misplaced them. In practical lessons, materials/resources are easily accessible.

Time is well planned. Lessons begin promptly and pupils are clear about what they are to do, why they are doing it, how long they have to do it and how they can judge whether they have been successful.

Success may be achieved by different means in different classrooms - sometimes by the use of clear oral expectations and in others by written targets or expectations.

The pace of lessons is brisk and pupils' interest is maintained throughout.

Lessons often use time at the end of the lesson for a 'plenary' session drawing all the pupils together - emphasising what has been learned and using children's work to illustrate what has been achieved. Also as an opportunity for the children to self assess their learning and next steps.

Reflective questions are used in lessons to encourage children to reflect on learning, misconceptions and next steps for learning.

Assessing Pupils Work Thoroughly and Constructively, using Assessment to Inform Teaching, using Homework effectively to Reinforce and/or Extend What is Learned at School.

Teachers regularly check, during the lesson, the level of pupil understanding. Where pupils do not understand, teachers intervene quickly to help them understand what they need to do to improve their work.

Teachers effectively assess the National Curriculum level of work and provide clear learning objectives, which are understood by pupils. Teachers listen well and respond to pupils, encouraging and praising them.

Lessons indicate how work/activities are differentiated to match the previous attainment of all pupils. Expectations are high for all pupils.

Activities are well planned for whole class work, individual work and group tasks, according to prior attainment.

Pupils' work is annotated appropriately, with useful comments for older pupils. Later work illustrates whether the feedback is having a positive effect. Pupils are encouraged to check and to mark their own work-sometimes using mark schemes and sometimes using written materials such as success criteria.

Often pupils are involved in discussions about how they can improve their work, and increasingly, they discuss targets for improvement.

Homework is used successfully where it reinforces work being undertaken in class.

ROLES AND RESPONSIBILITIES

Godley Community Primary School respects the fact that a good education involves the participation of the whole school community in working towards its aims for Teaching and Learning.

It is therefore essential that teaching and non-teaching staff, parents, pupils and governors:

- Respect the children's rights, values and beliefs and foster their self-esteem
- Promote good relationships and a sense of belonging to the school community
- Provide a well-ordered environment, in which behavioural expectations are understood and maintained
- Offer equal opportunities to all, in every aspect of school life
- Positively reinforce good relationships, behaviour and work, by the use of encouragement and praise
- Work as a team, in supporting and encouraging one another.

Teachers:

- Show that each pupil is valued on an individual basis by the use of encouragement and praise
- Maintain high expectations by ensuring that the pace and rigour of lessons is sufficiently challenging for all ability levels
- Employ a range of teaching and learning styles to meet the needs of all children
- Use monitoring, assessment and review as a vehicle for ensuring that learning is progressive and constantly relevant to the needs of each class, group and individual.
- Provide a good role model for the children
- Maintain an up-to-date knowledge of school policies, curriculum content and developments in teaching and learning styles
- Respond positively to change and the need to develop personal expertise as a consequence
- Develop links with the local community to prepare the children to be responsible citizens.
- Work collaboratively, with a shared sense of purpose, in situations that would benefit from a team approach

Pupils:

- Be made aware of the need to cultivate a healthy life-style and of their rights and responsibilities as individuals
- Attend school regularly and be punctual for the start of lessons
- Cultivate good organisational skills in relation to such personal responsibilities as the completion of homework, the bringing of appropriate kit, the taking home of letters and the returning of books.
- Conduct themselves in a manner appropriate to the expected code of discipline
- Take increasing responsibility for their own learning and for developing their own initiative in relation to tasks set

Parents/carers:

- Ensure that their children attend school regularly and punctually, when they are in good health
- Endeavour to avoid holidays during term times.
- Support the school disciplinary code
- Be realistic about their child's abilities and offer praise and encouragement to develop their self-esteem
- Participate in discussions concerning their children's progress and attainments

- Contact the school to discuss matters which affect their child's progress, behaviour or general well-being
- Support the completion of homework tasks and the regular reading of books
- Assist the cultivation of an increasing sense of responsibility in their children, as they progress through the school